ENCOMPASS
COMMUNITY SCHOOL

Application for a Public Charter School

Opening in the 2025-2026
School Year

Amended Application
May 24, 2024

Respectfully submitted to Metropolitan Nashville Public Schools on behalf of the Founding Board of Encompass Community School:

Megan Garry, ex officio, proposed Executive Director
Corey Hammonds
Jennifer Hill
Kendra Smith
Johanna Staubitz, Ph.D.
Serena Sayles
Thomas Rose

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Part 1: General Information

Primary Point of Contact

Identify the primary point of contact for your application.
Barring any change, this will likely be the liaison identified in the Letter of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The primary contact is expected to ensure that any individuals involved in the sponsoring of this application receives all general communications promptly. As with all aspects of your application, the names of the primary contact will become public information.

Name of Proposed School	Encompass Community School
Name of Sponsor/Sponsoring Entity	Encompass Community School
Name of Proposed Authorizer	Metro Nashville Public Schools

Primary Contact Name	Megan Garry
Primary Contact Role	Proposed Executive Director
Primary Contact Mailing Address	3507A Sanford Ave. Nashville, TN 37211
Primary Contact Email Address	mgarry@encompassnashville.org
Primary Contact Phone Number	662-641-2389
Primary Contact Alternate Number	n/a

Name of Proposed School	Encompass Community School
Projected Year of School Opening under Identified Authorizer	2025
Name of Sponsor / Sponsoring Entity	Encompass Community School
Name of Proposed Authorizer	Metro Nashville Public Schools
Model or focus of proposed school	Mastery-based learning, whole-child development, community school model
City or geographic community for proposed school	Nashville, TN- Whites Creek or Pearl Cohn Cluster

Sponsor & School Design Team

Below, list the names, current employment, and roles of all people on the school design team, including school leader, adding lines as needed:

Full Name	Address	Current Job Title	Current Employer	Position with Proposed School
Megan Garry	3507A Sanford Ave. Nashville, TN 37211	Fellow	Nashville Incubator	Proposed Executive Director
Linda Lentz	4100 Aberdeen Road Nashville, TN 37205	Consultant	Nashville Incubator	Consultant/ Coach
Morningside Academy/ Andrew Kieta	1605 17th Ave. Seattle, WA 98122	Executive Director	Morningside Academy	External consultant
Monique Stokes	1234 Schrader Lane Nashville, TN 37208	Executive Director	Schrader Lane Childcare and Learning Academy	Advisor/ Consultant
Thomas Driver	3961 Alameda st 37209	Community Engagement Consultant	Independent Contractor	Community Engagement Consultation
Thomas Rose	1700 24th Ave N Nashville 37208	Director of North Nashville Dream Streets	Dream Streets	Proposed Board Member
Serena Sayles	242 Sydney Drive Goodlettsville, TN 37072	Owner/Principal Consultant	Sayles Professional Services	Proposed Board Member

Is the sponsor a not-for-profit organization with 501(c)(3) status?	☐ Yes ☐ No ☑ In progress
Encompass Community School submitted a 1023 application to the IRS on November 30, 2023.	

Does the proposed school intend to contract or partner with a charter management organization (CMO)?	☐ Yes ☑ No
n/a	

Additional Application Information

Does this sponsor have charter school applications currently under consideration by any other authorizer in the United States?	☐ 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
n/a	n/a	n/a	n/a	n/a	n/a

Application Category

Please select ONE box to indicate the category type for this application:

Category 1	☑	New Start Applicant	Sponsor with no currently operating and/or authorized schools throughout the United States proposing the creation of a new school in Tennessee
Category 2	☐	New Start Applicant Proposing Multiple Schools	Sponsor with no schools currently and/or previously operating and/or authorized in Tennessee or throughout the United States proposing the creation of two or more schools within the same application cycle.
Category 3	☐	Out of State Sponsor	Sponsor with at least one school currently and/or previously operating outside of Tennessee and no schools currently authorized in Tennessee proposing to create a school in Tennessee.
		Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure	Sponsor with at least one school currently and/or previously authorized in Tennessee proposing to create a new school with a change in focus and/or grade structure from the existing school
Category 4	☐	Existing Tennessee Sponsor Proposing to Replicate an Existing School	Sponsor with at least one school currently and/or previously operating in Tennessee proposing to start a new school with no material change in focus or grade structure from an existing school.

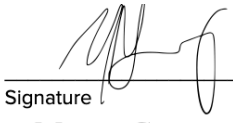
Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Encompass Community 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

Megan Garry

Printed Name of Authorized Representative

Executive Director

Title of Authorized Representative

Executive Summary

In three pages or less, provide an executive summary about your proposed 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 teams' capacity to successfully open and operate a high quality school given the above considerations.

School Plan

Encompass Community School is a proposed K-8 public charter school designed to provide an accessible, high-quality option to families in the Whites Creek and Pearl Cohn communities. Our model and proposed location were deeply influenced by robust community engagement, and exist to fill a gap in current available public school options for families.

The mission of Encompass Community School is to leverage a mastery-based, student-centric approach to ensure all students thrive academically and personally. Our vision is that all students will receive an educational experience tailored to their strengths and growth areas. Students will thrive academically, socially, and emotionally in an inclusive-by-design school that fosters academic and personal growth while reducing barriers experienced in traditional schools.

We achieve this mission and vision through a school rooted in four key research-based design elements:

1) An **Individualized, Mastery-Based Learning** environment where students get the content they need, when they need it, how they need it and until they master it.
2) A commitment to the tenants of **Whole-Child Development, Learning and Thriving** that learner variability is the norm, and students learn and develop through an interaction between themselves and their context.
3) A **Community Model** that prioritizes continuous partnership with families and community partners.
4) An enriching **Professional Culture** where excellent teachers are supported and empowered.

Geographic and Population Considerations
As a public charter school, Encompass will be open to all students residing in the MNPS district and will target students in the Whites Creek and Pearl Cohn clusters. The ideal location for the school would be in the southern portion of the Whites Creek cluster or in the center of the Pearl Cohn cluster, to be in close proximity to affordable housing communities and students identified as economically disadvantaged. This location would be optimal for transportation, facilitating meaningful family and community engagement, and building a partnership with local colleges and universities to establish a teaching pipeline.

As a community school, Encompass aims to be a neighborhood school, drawing from students who live within the community and reaching enrollment targets that reflect the surrounding demographics.

Challenges Particular to Geography and Population
Through our extensive community engagement work and research, we identified potential challenges specific to our geography and population and have intentionally planned to address each. Our greatest anticipated challenges include (1) providing adequate support for families experiencing poverty, (2) meeting the needs of diverse learners, (3) high rates of historic absenteeism, and (4) recruiting and maintaining a representative leadership and teaching staff.

Our innovative academic model has a strong research base and data that has demonstrated high rates of growth across diverse student populations. Our robust teacher training model is aligned with our academic program and will support equitable learning outcomes. We have intentionally selected a community school design to provide wraparound services and support for students and families. Additionally, we have established meaningful partnerships with organizations to establish a pipeline that prioritizes representation.

Applicant Team Capacity
Megan Garry is the proposed Executive Director of Encompass Community School. Ms. Garry is a longtime Nashvillian with a career that reflects her commitment to inclusive, results-driven schools. Ms. Garry began her teaching career in Mississippi as an Algebra I teacher, where she was named Teacher of the Year for achieving top district outcomes. Later, at Achievement First in New Haven, CT, she attained Stage 4 Distinguished Teacher status through a rigorous process of student outcomes, staff and parent surveys, and observations. After earning an M.Ed. in Special Education from Vanderbilt, Ms. Garry served as the Assistant Principal of Scholar Supports at Nashville Classical Charter School. Here, she designed and led the RTI program for behavior and social-emotional support. While Ms. Garry experienced success in her teaching and leadership roles, she saw a clear trend in the

RTI space - too many kids were being filtered into intervention and/or special education. These students experienced various levels of success through these additional supports, but it led Ms. Garry to wonder why schools weren't more proactively designed to support learner diversity in the first place.

Ms. Garry has spent the last two years researching this very question and designing Encompass Community School alongside her national peers and the Nashville community. During that time, Ms. Garry completed two residencies at Mastery-Based Learning schools. In SY22-23, she returned to teaching and ran a pilot using a portion of the Encompass school model focused on mastery-based instruction. The pilot targeted three different groups of students, all of whom were not performing on grade level. Students enrolled in the pilot included students with and without disabilities, minoritized students, economically disadvantaged and English-language learners. Student growth accelerated back towards grade level and in some cases, exceeded grade level. First graders grew an average of 1.33 grade levels in math fluency in 4.5 months. Third graders, who averaged 2-4 years behind and had diagnosed disabilities, grew an average of 1.30 years. Kindergarteners more than doubled their rate of growth in just 4 weeks of intervention, all but one scoring at the 25th percentile on a universal screener, exiting RTI interventions.

All the while, Ms. Garry and a team of community volunteers, parents, and Board members have spent hundreds of hours engaging directly with parents and community members to better understand their hopes and desires for school. Their feedback and input have been instrumental to the design of Encompass.

Ms. Garry's leadership is augmented by a high-capacity Board that is deeply committed to Nashville and the mission and vision of Encompass Community School. The Founding Board of Directors reflects a diverse set of skills and perspectives including; K–12 education, youth development, finance and fiscal oversight, fund development, community engagement, real estate, marketing and communications, and executive leadership. The Board understands the tremendous opportunity and oversight responsibility in front of them. Together with Ms. Garry, they are uniquely positioned to deliver on the commitments outlined in this application.

Part 2 Application Narrative

Section 1 Academic Plan and Design

1.1 School Mission and Vision

a. Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.
b. Describe the vision of the proposed school and how the vision will help achieve the school's mission.

Mission Statement

At Encompass Community School, we leverage a mastery-based, student-centric approach to ensure all students thrive academically and personally.

Vision Statement

All students will receive an educational experience tailored to their strengths and growth areas. Students will thrive academically, socially, and emotionally in an inclusive-by-design school that fosters academic and personal growth while reducing barriers experienced in traditional schools. In an educational setting founded on research and customized for every student, Encompass aims to nurture problem-solving abilities, promote community development, encourage critical thinking, and maximize academic and career opportunities.

We come to this work with an unwavering belief in the endless variability and capacity of all children. As educators and parents and community members, we have experienced the deep joy of watching youth flourish and grow. We've also experienced the deep pangs of regret as we've watched too many others struggle and fade.

This experience is captured in local and national student achievement data. As outlined in **Figure 1** and **Figure 2**, in 2019, the Nation's Report Card found that only 34% of students performed at or above proficiency, a decrease from 2017. [1] For students who live at or near the poverty line, the outcomes are even more dire. Only 21% of students eligible for the National School Lunch Program (NSLP) performed at or above proficiency.

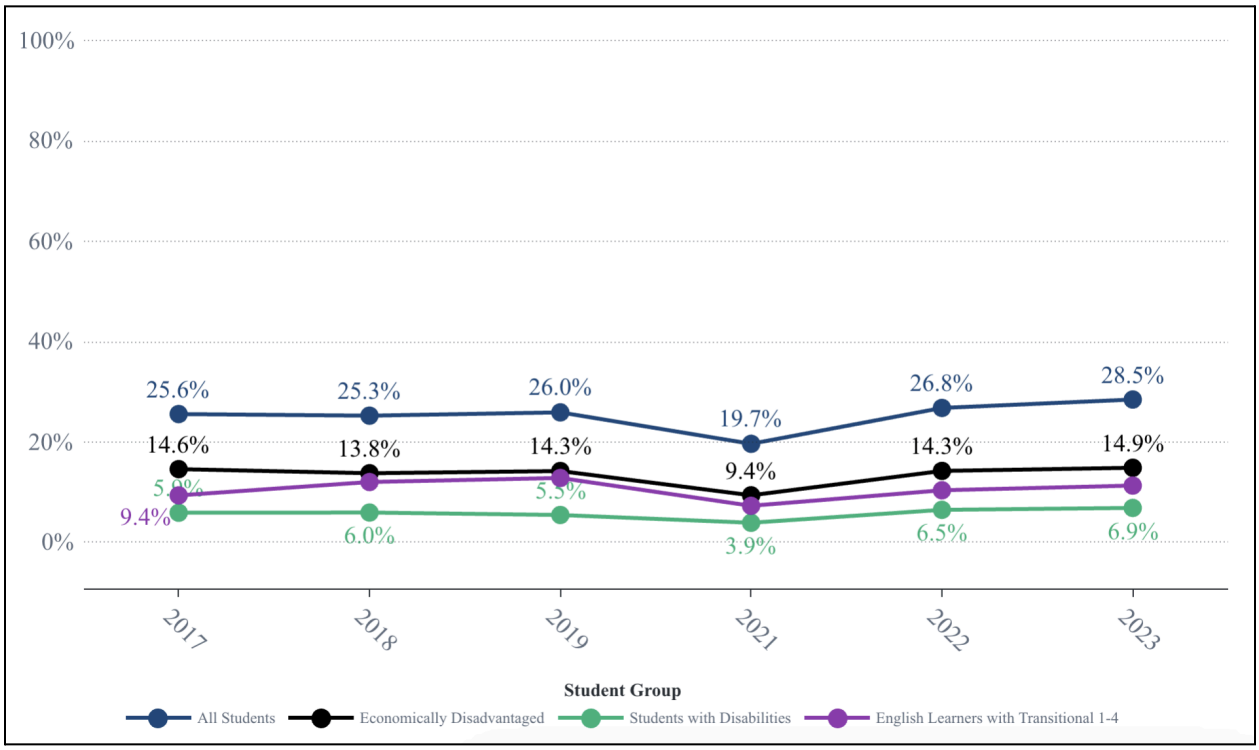
[1] The Nation's Report Card, National Center for Education Statistics (.gov)
https://nces.ed.gov/nationsreportcard/subject/publications/stt2019/pdf/2020014NP4.pdf

Figure 1: The Nation's Report Card, gap in achievement between students eligible NSLP and those not eligible

Year	Eligible for National School Lunch Program (NSLP)	Not eligible for National School Lunch Program (NSLP)	Score gap
2022	203	231	-28
2019	207	235	-28
2017	208	236	-28
2015	209	237	-28
2013	207	236	-29
2011	207	235	-28
2009	206	232	-26
2007	205	232	-27
2005	203	230	-27
2003	201	229	-28

This gap in proficiency between students who are economically disadvantaged and those who are not has long plagued our nation and our city. **Figure 2** shows our local data. And the patterns are the same - our city as a whole is underperforming expectations and students with any additional risk factors are further behind. It's important to note that these data span the time both before and after the pandemic. Suggesting that these trends cannot be explained away by learning loss. Rather, they are a pervasive pattern.

Figure 2: Metro Nashville Public Schools TCAP Data, 2017-2023 [2]



Encompass believes that these data highlight a missed opportunity for schools, not an indictment of student capacity. We believe - and research supports the belief - that all students **can** reach their potential if provided the appropriate learning conditions, environment, and instructional design.

Encompass Community School exists to ensure that all students who walk through our doors experience the life-affirming experiences all children deserve in school. To achieve that, we have to think about school differently - and ensure that students have the right learning conditions, the right environment, and the right instructional design to support their growth and prosperity.

To achieve our mission and vision and disrupt years of dire data, Encompass's approach is rooted in four key **research- and evidence-based** design elements:

1) **Individualized, Mastery-Based Learning**
   Encompass leverages a Mastery-Based Learning approach to instruction. **Section 1.3** speaks about this in detail. In short, it's based on the pioneering research of Benjamin Bloom. In 1984, he published a paper, "2 Sigma Problem: The Search for Methods of

[2] Tennessee Department of Education, Report Card. Metro Nashville Public Schools 2017-2023 TCAP Results, Student Group Results. https://tdepublicschools.ondemand.sas.com/district/00190/assessment

Group Instruction as Effective as One-to-one Tutoring." His research suggested that "what one child can do, nearly all children can do under highly favorable conditions." [3] Ultimately, he was making an argument for more personalized, 1:1 instruction and tutoring. And Bloom's findings ring true today; we know that 1:1 tutoring and instruction are highly effective and can accelerate learning growth. Our model scales this approach and ensures that classrooms of 26 students benefit from the value-add of 1:1 tutoring. Using a two-educator model and a flexible, mixed-group approach, we ensure that students experience the instruction they need, when they need it, how they need it, and until they master it.

2) **Whole-Child Development, Learning, and Thriving (WCD)**
   WCD is a complex theoretical framework rooted in the understanding that learner variability is the norm, and students learn and develop through an interaction between themselves and their context. Put differently, we all need different things. And those needs are deeply influenced by our surroundings. Home environments, racism, trauma, prior learning experiences, etc., all have an impact on how and how successfully a human learns. A theoretically "perfect" instructional program will be unsuccessful in supporting all learners if it neglects to consider students' personal contexts. Living this ideal requires a flexible instructional model and robust wraparound services prioritizing strong relationships with students and the community.

3) **Community School Model**
   Encompass prioritizes continuous partnership with families and community organizations. School should be done **with** families, not **to** families. This looks like ensuring a long-term commitment to active family and community engagement, collaborative leadership practices, integrated student supports, and expanded and enriched learning time. Rooted in our commitment to WCD, we know that we must seek and listen to family experiences. It also means that our students' experiences are enhanced when they are done in collaboration with their context - their community. We have a robust plan for family engagement as well as a commitment to deep community partnership.

4) **Professional Culture**
   Our faculty and staff are an integral part of our school's design. Like Encompass's students, our team also deserves an environment that is flexible to their needs, strengths, and areas of development and that sees them as whole humans

[3] Bloom, B. S. (1984). The 2 Sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Research, 13(*6), 4-16. https://doi.org.10.3102/0013189X013006004

surrounded in their own personal context. Our robust approach to teacher development, our inclusive coaching structures, and our commitment to DEI all contribute to ensuring Encompass can recruit and retain a world-class team to deliver upon our mission.

Finally, a note on our research- and evidence-based commitment. While Encompass believes that students need urgent, creative action, we don't believe their futures should be a gamble. As a result, our model is innovative in its creative combination of research-and evidence-based practices that are proven to yield outcomes that contribute to achieving our mission. This approach fully aligns with Every Student Success ACT (ESSA): Building on Success in Tennessee guidelines by upholding evidence-based practices across instruction, curricula, pedagogy, and professional development,[4] across all tiers and subject areas.

In a meta-analysis, John Hattie, a long-time education researcher, synthesized variables contributing to education, and more specifically, "what works best in education?"[5] His review considered 1,200 studies and, through the lens of effect size, a standardized measurement that allows comparison of intervention impact across studies. A positive effect size indicates that the group of students within the study were better off than the students who did not receive the intervention. Hattie found that across 252 influences or interventions, the average effect size was 0.40. Hattie then categorized interventions with more than 0.40 effect size as having the most impact on student outcomes. Listed below are the components of our model ranked by effect size:

1. Response to intervention (1.29)
2. Jigsaw method (1.20)
3. Prior ability (0.94)
4. Strategy to implement prior knowledge (0.93)
5. Scaffolding (0.82)
6. Deliberate practice (0.82)
7. Rehearsal and memorization (0.73)
8. Spaced practice (0.73)
9. Direct Instruction (0.60)

While many of these instructional methods are implemented in isolation or from time-to-time in traditional school settings, we have developed a model that places these at the core of our approach to teaching, curricula, and assessment. In particular, the cornerstone of our academic program is the Morningside Model of Generative Instruction (MMGI). MMGI can be

[4] Tennessee Department of Education, Every Student Succeeds Act: Building on Success in Tennessee, ESSA State Plan, updated May 1, 2023. https://www.tn.gov/content/dam/tn/education/documents/TN_ESSA_State_Plan_Redline.pdf
[5] Hattie, J. (2017). *https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/*

described as the application of Response to Intervention throughout all students' entire school day.

Taken together, these key design elements ensure that we live our vision and fulfill our mission.

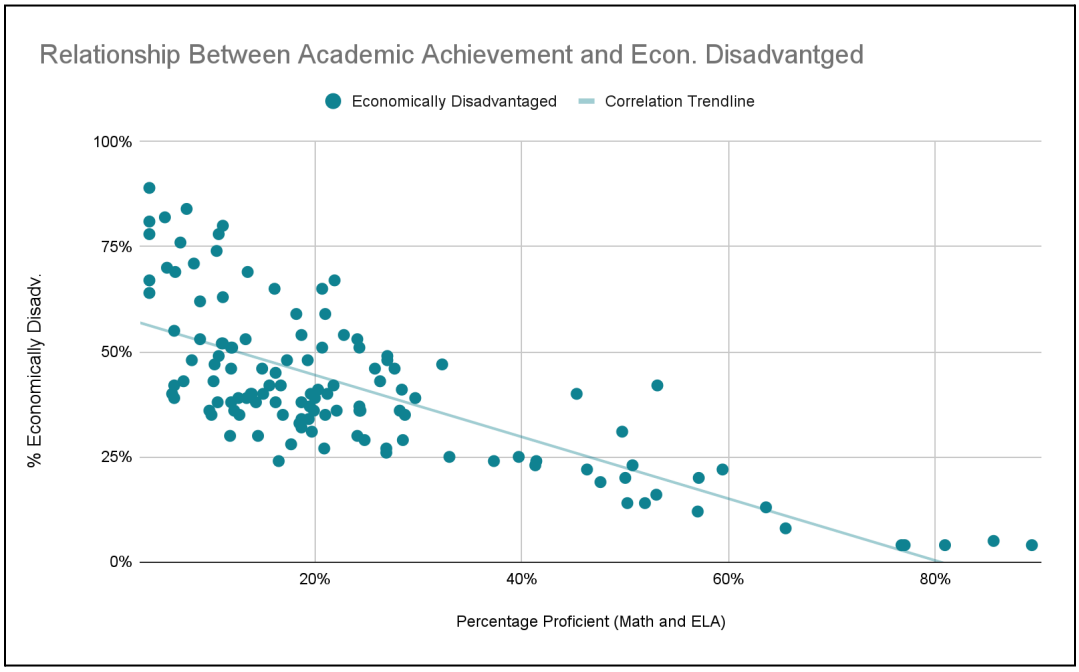
c. Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).

The proposed school aligns fully with the prescribed purposes for charter schools, as outlined by the six purposes for charter school found in Tenn. Code Ann. § 49-13-102(a).

(1) Improve learning for all students and close the achievement gap between high and low students; and,
(2) Provide options for parents to meet educational needs of students.

As these purposes suggest, their academic disparities persist and exist in student achievement. **Figure 3** illustrates the direct linear relationship between economic advantage and academic achievement across Nashville, TN.

Figure 3: Success Rates and Economically Disadvantaged Population [6]



[6] Tennessee Department of Education Report Card. 2022-2023 Success Rate Metro Nashville Public Schools. Retrieved August 10, 2023.

As outlined in **Figure 4** and **Figure 5,** these same disparities play out across demographic subgroups. Students who are Black or African American, Economically Disadvantaged or Hispanic/Latinx account for a majority of the student population within Metro Nashville Public Schools (MNPS). Despite this, these three groups of students have the lowest academic achievement across the district.

Figure 4: Academic Disparities between Subgroups, 2023, Grades 3-5 [7]

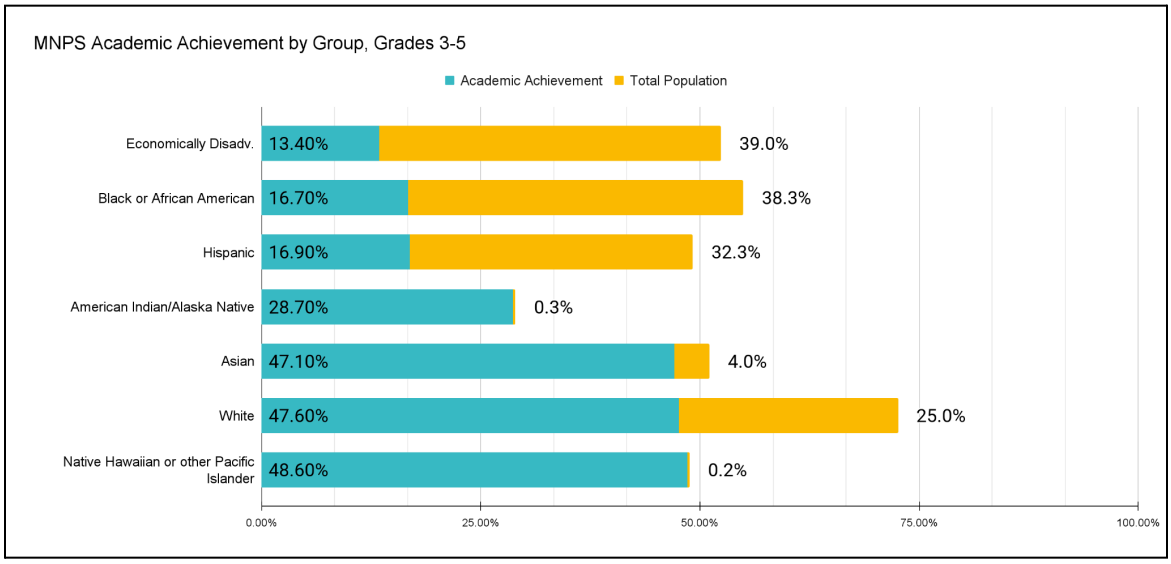
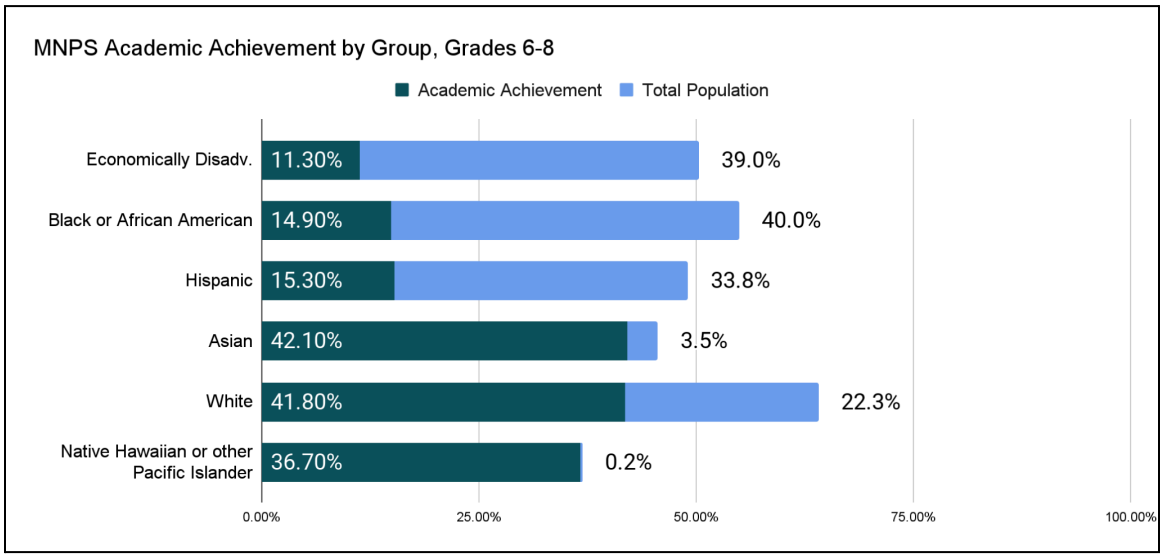


Figure 5: Academic Disparities Between Subgroups, 2023, Grades 6-8



Inspired to make a change to these data, Encompass studied the city to identify communities where there were both clear disparities in academic outcomes and low availability of

[7] Metro Nashville Public Schools 2023 District Assessment (TCAP)
https://tdepublicschools.ondemand.sas.com/district/00190/assessment

accessible high-quality educational options. As outlined in **Section 1.2**, our proposed community of Whites Creek and Pearl Cohn meet these criteria, and our educational model is designed to close these academic achievement gaps.

(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;
Encompass's model is deeply rooted in neuroscience and child development research. In isolation and in other geographies, these findings have been applied to school design. But no such option exists as a free, public option in Nashville. **Section 1.3** details this approach. Additionally, Encompass welcomes the greater responsibility for student performance. As outlined in **Sections 1.4 and 1.5,** Encompass has set ambitious goals and accountability plans in pursuit of our mission.

(4) Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;
Our academic model, further described in **Section 1.3**, is rooted in research and spans 40+ years of producing academic outcomes for students who are behind. Our instructional design supports students in catching up, and getting ahead. This, coupled with a robust and intentional data collection system, ensures that all students are on a pathway to reach proficiency. At Encompass, mastery is the end goal. Further explained in **Section 1.5**, purposeful data is an integral part of our school model and allows us to make tailored data-based instructional decisions that accelerate student academic growth. Our use of mastery-based learning and data collection gives us a daily overview of how students are responding to instruction, allowing us to make adjustments and decrease the opportunity for students to fall behind grade level. This approach allows us to constantly monitor our progress toward our mission, vision, school goals, and proficiency on state academic assessments and standards.

(5) Create new professional opportunities for teachers;
Encompass will be the first school model in Davidson County to operate a school-wide mastery-based learning approach. The instructional methods, strategies, curricula, and data analysis skills that will be used at Encompass will allow staff to develop and enhance a set of instructional practices and allow for optimal impact on student outcomes. In partnership with Morningside Teacher's Academy (MTA), staff will have extensive opportunities to engage in professional development and ongoing coaching on the MMGI. For non-academic programming such as related arts, enrichment, and social-emotional development, staff will have meaningful opportunities to expand their existing skill set to the use of Restorative

Practice, Positive Behavioral Supports and Interventions, Universal Design for Learning (UDL), and more.

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

As a community school model, partnerships with families are **essential** and directly contribute to the success and achievement of our school's mission. Our extensive community efforts, described in **Section 1.10,** highlight our ongoing commitment to family participation. In our work with the community, some of the most common feedback we received was a desire for enhanced parent engagement, communication, and transparency. We recognize that in order to achieve and maintain meaningful family participation, we must have purposeful systems, staff, and training that allow successful execution. Starting in Year 1, we will have a full-time Social Worker and part-time Director of Community (full-time in Year 4), devoted to developing, codifying, and maintaining schoolwide systems. Additionally, all staff will engage in ongoing development to enhance their engagement and relationships with families.

d. Describe how the mission and vision of the proposed school address any priorities set by the authorizer.

The unique, robust, and innovative design of Encompass aims to not only align to but contribute to the mission and future priorities of MNPS by prioritizing "focused outcomes to support a path of success for every student." [8] Below, we describe how Encompass will address and contribute to MNPS's priorities. We believe that this alignment positions Encompass to work in partnership with the district to achieve our shared goals.

Results-Focused Innovation (Academic, Social-Emotional, Transitions)[9]
The core function and purpose of Encompass is to provide an equity-centered educational model where students receive the exact right instruction ultimately eliminating opportunities for students to fall behind. In order to generate new and better outcomes, we *must* provide different programming that is both individualized and evidence-based. Encompass utilizes unique and innovative design elements that differ from the currently available options. Specifically, our use of school-wide Mastery-Based Learning and Whole-Development, Learning and Thriving. Additionally, Encompass has selected a community based on both

[8] Metro Nashville Public Schools. Focused Outcomes. https://www.mnps.org/cms/one.aspx?portalid=32970327&pageid=36885413
[9] Metro Nashville Pubic SChools. Results-Focused Innovation. https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Supporting%20our%20Students/Focused%20Outcomes/Results%20Focused%20Innovation.pdf

academic data, as well as community demand, ensuring this model meets the needs of its core audience. As a result, Encompass is fully aligned with the priorities of MNPS to develop, design, and implement innovation that is rooted in research and evidence and leads to optimal outcomes for all students. Encompass looks forward to partnering with MNPS, as described in their Results-Focused Innovation plan, to create opportunities for collaboration, training, and pilots.

Focused Outcomes[10]

In alignment with MNPS Focused Outcomes, Encompass has designed academic programming to increase opportunities for all students to meet or exceed academic growth goals and to ultimately, achieve grade level achievement. Through our use of the Morningside Model of Generative Instruction (MMGI), our instructional design and use of evidence-based instructional methods have a proven record to not only catch students up, but to get them ahead. When students are proficient in foundational skills, they are then able to spend more time engaging in critical thinking tasks and develop the skills necessary to access ample opportunities in life, career, and college.

Literacy Reimagined[11]

As outlined in our literacy plan in **Attachment A**, we will utilize evidence-based instructional practices that align with the science of reading and aim to create fluency within foundational literacy skills. We leverage decades of research to guide student learning and utilize the evidence-based instructional practice of Precision Teaching to measure learning and adjust instruction on a *daily* basis. By design, the instructional sequence of our model, Mathetics, embeds high rates for student-targeted practice and teacher feedback. Our model *is* responsive to student needs, and by design, allows students to move at their own pace. When students are able to build foundational skills, and reach fluency, they are then more likely to not only be successful on more complex skills but also will be able to acquire those skills *faster.* [12] Part of MNPS's goal within their literacy reimagined work is to decrease the opportunity and achievement gap between economically disadvantaged students and non-economically disadvantaged students, as there has been a consistent gap spanning several years. We particularly align with this priority of eliminating "achievement gaps" that emerge as a result of limited opportunity between subgroups of students.

[10] Metro Nashville Public Schools. Focused Outcomes. https://www.mnps.org/learn/supporting_our_students/focused_outcomes
[11] Metro Nashville Public Schools. Literacy Reimagined. https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Supporting%20our%20Students/Focused%20Outcomes/Signature%20Initiatives%200222/Literacy%20Reimagined.pdf
[12] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

Community Support Hubs[13]

Operating as a community school is considered an evidence-based practice to support whole-child learning, development, and thriving.[14] At its core, a community school model acknowledges that so many families experience daily barriers that make life challenging, impacting their students' ability to attend school and learn, and to access opportunities to experience upward mobility. These sentiments align fully with MNPS's vision for providing support to families with the goal of eliminating inequities and prioritizing wraparound services. Through our extensive community engagement work, we have begun to build a network of wraparound services to provide to students, families, and community members.

Equity Roadmap[15]

Encompass was designed to be responsive to individual student needs, and ultimately, function with equity at the center. Our nation's one-size-fits-all approach to education and learning has not translated to high academic outcomes for all students and has particularly played a role in creating opportunity gaps. Our instructional model is designed for all students to receive what they need, for as long as they need it, to ensure every student can reach their full potential. This is particularly present in our use of mastery-based learning, an approach that prioritizes building strong foundational skills to ensure accessibility and, ultimately success on more complex learning tasks. In further alignment with the MNPS's Equity Roadmap, we prioritize culturally responsive instructional practices through professional development, coaching, Restorative Practices, and Proactive Circles.

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

Over the last several months, our team has spent hundreds of hours engaging with our community; listening to their challenges, their hopes, and their dreams. Their stories ring in our ears and hearts when we think about what Encompass will look like when it is achieving its mission.

It will look like Malik.

Malik enrolled in second grade and scored on a kindergarten level in reading and a second-grade level in math. Malik had an IEP for a Specific Learning Disability in Reading

[13] Metro Nashville Public Schools. Community Support Hubs. https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Supporting%20our%20Students/Focused%20Outcomes/Signature%20Initiatives%200222/Community%20Support%20Hubs.pdf

[14] Oakes, J., Maier, A., & Daniel, J. (2017). *Community Schools: An Evidence-Based Strategy for Equitable School Improvement*. Palo Alto, CA: Learning Policy Institute.

[15] Metro Nashville Public Schools. MNPS Equity Roadmap. https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Supporting%20our%20Students/Focused%20Outcomes/Signature%20Initiatives%200222/Equity%20Roadmap.pdf

Fluency and had received two years of interventions with less than a grade level of growth. When achieving our mission, at the end of his first year at Encompass, Malik grows 1.9-grade levels in reading and 1.5-grade levels in math. By the end of two years at Encompass, Malik tests out of his IEP and is back on grade level in reading. He feels challenged in math through project-based learning and enrichment. His family is proud of his progress and believes he will be successful in the future.

It looks like Jada.
Jada is a kindergarten student who, at the time of enrollment, tested on a first-grade level in reading and math. Jada is placed into instructional groups that **meet her exact needs** and continue to foster her interest in STEM through project-based learning. Every minute of Jada's instructional time is used to meet her needs, and she does not learn material she has already mastered.

It looks like Tesa.
Tesa, a single parent, was recently laid off and reached out to the Director of Community and Social Worker to learn about opportunities to elevate her skillset and increase her earning potential. Encompass staff met with her and referred her to two potential programs through the McGruder Center and Dream Streets.

It looks like our students and families seeing themselves in our team and our Board.
Encompass has developed a talent pipeline with local universities, colleges, and teacher residency programs that ensures the composition of Encompass staff reflects the demographics of student enrollment with only 2% variance. Encompass staff includes individuals who live, grew up, are in, or are committed to the communities within the Whites Creek and Pearl Cohn clusters.

It looks like strong community partnerships.
Through our community partnerships, 100% of families interested and needing before or after-school care, receive it at low to no cost, removing a barrier to attendance and ultimately leading to optimal academic success.

It looks like collaboration.
Staff regularly meet and engage in professional development together. Encompass and local schools have partnered to support additional mastery-based learning models.

Year 1 Vision

In August 2025, Encompass will open with 105 students, K-3. Enrollment reflects the neighborhoods within Whites Creek and Pearl Cohn. We have recruited and trained staff on our mastery-based learning model. Even more, the demographics of our staff and leadership team represent our student population. Teachers have completed a comprehensive and supportive summer professional development that was led by the leadership team and Morningside Teacher's Academy (MTA), the creators of our academic model. Throughout the school year, leaders, teachers, and staff engage in continuous data collection and analysis and engage in timely responses to support the school's mission and vision. Teachers continue to improve their instructional methods and use of Morningside's Model of Generative Instruction (MMGI), providing enhanced intervention and enrichment. The team works collaboratively to problem-solve and adjust as needed, while also leaning on the core values and beliefs of Encompass. At the end of the school year, all students who were on grade-level have made a minimum of one year of growth across all subject areas, and those who were behind have grown more than one year.

Year 5 Vision

In 2030, the staff and students of Encompass will have their second year of middle school, with a 6th and 7th grade class. Students who have been enrolled at Encompass for at least 3 years are at or above grade level and are engaged in accessible and rigorous critical thinking tasks and real-life application of skills through project-based learning. Students who are joining Encompass with less than three years of enrollment, and who are not yet on grade level, are thriving and have a new sense of confidence and a positive outlook on school. We have retained 95% of our staff, and 100% of our staff, students and community report feeling safe, seen, and a strong sense of belonging. Our community partnerships to provide wraparound services for families and community members are growing, strengthening and as are the systems and staff to maintain them. Families and community members have received support, referrals and direct services to meet their self-identified needs. Some families have enrolled in workforce training programs, and are on a journey of economic mobility.

Year 10 Vision

We have successfully completed a year of full growth in year 9, with 468 students enrolled, and have transitioned two classes of 8th graders with the necessary academic proficiency, social-emotional, and problem-solving skills to be successful in life, college, or a career. Throughout each year, the number of students needing intervention or academic support decreases, as students progress through our academic program, receiving the exactly right instruction needed. Students are spending their days engaged in inquiry-based learning

using cooperative learning skills. Our community partnerships have created thousands of opportunities for families to access the resources and services they need, and has furthered our collaboration and impact with our community.

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

As outlined in section b, we outlined the innovative combination of research- and evidence-based features of Encompass's model:

1) **Individualized, Mastery-Based Learning**
2) **Whole-Child Development, Learning and Thriving (WCD)**
3) **Community School Model**
4) **Professional Culture**

Further detail on each of these innovative elements can be found in **Sections 1.3**, **1.8**, **1.9, 1.10, 2.4** and **2.5**.

At its core, Encompass's model challenges the one-size-fits-all factory model seen in most schools. A core challenge of the traditional factory model of school design is its "one size fits all/most" approach to teaching and learning. This linear, age-based approach ignores decades of compelling research in learning science, as well as sobering data that belies its shortcomings. In these models, too many children aren't meeting their full academic and social potential. As outlined in the data in section e, this model continues to fail students.

This traditional school design continues to "make hierarchy out of any differences that can be claimed, however falsely, to be naturally inherent and potentially consequential in school."[16] This can be seen in the disproportionate failure rates for students of color and impacted by poverty. Cantor, et. al (2021) put this more bluntly: schools were designed based on incorrect (and often racist) assumptions about how students learn and develop.

Since the advent of the dominant school model, we - as a field and as a country - have learned so much about how children learn and develop. [17] But school design hasn't caught up. Encompass leveraged this research to redesign a school focused on equitable outcomes, not just outcomes for those in the middle of the bell curve. These outcomes are our mission.

[16] McDermott, R., Goldman, S., & Varenne, H. (2006, August 1). The Cultural Work of Learning Disabilities. Educational Researcher, 35(6), 12 - 17.
[17] Cantor, P., Lerner, R., Pittman, K., Chase, P., & Gomperts, N. (2021). Whole-Child Development, Learning, and Thriving: A Dynamic Systems Approach (Elements in Child Development). Cambridge: Cambridge University Press. doi:10.1017/9781108954600

Our core instructional program, the Morningside Model of Generative Instruction, is backed by 40+ years of research and outcomes for high student growth and achievement across diverse learners. MMGI is further described in **Section 1.3**, **1.4** and **1.5**. Students enrolled at Morningside Academy, the developers and researchers of MMGI, grow on average 2.50-4 grade levels in **one** academic year across core content areas.[18] These results have been replicated in schools across the country. We highlight the life-changing academic outcomes at a few schools below and provide a robust overview of the existing research and data on the effectiveness of this model within several schools across the country in **Section 1.3d.**

Data Set #1: Seattle Public Schools[19]
In a replication with 176 Seattle Public School students, Morningside's academic programming was implemented for at-risk fifth-grade students. Students received instruction in two of three foundational Morningside programming (reading, writing, and/or mathematics) during this program. This program was implemented across 5 weeks with 141 students.

By the end of the 5 weeks:

- **80%** (141 students) grew at least 8 months in grade equivalent scores within at least one skill area.
- **62%** (110 students) grew 8 months in their greatest skill deficit area

Data Set #2: Chicago Public Schools[20]
Table 1 displays the academic gains measured by the Iowa Test of Basic Skills (ITBS), a norm-referenced assessment within 3 Chicago Public Schools that partnered and implemented Morningside's model. The first column illustrates the growth each year in months students gained before receiving Morningside's academic programming. The second column illustrates the growth made on average after researching Morningside's programming. These data illustrate a significant acceleration of student growth; in some cases, academic growth almost doubled after one year.

[18] Snyder, D. (2015). Morningside Academy: Building Foundations for Student Success. The Aubrey Daniels Institute. https://www.aubreydaniels.com/media-center/organizational-solutions/articles/morningside-academy-building-foundations-for-student
[19] Johnson & Street (2012). From the Laboratory to the Field and Back Again: Morningside Academy's 32 years of improving Students' Academic Performance. *The Behavior Analyst Today*. *13(1),* 20-40.
[20] Johnson & Street (2012). From the Laboratory to the Field and Back Again: Morningside Academy's 32 years of improving Students' Academic Performance. *The Behavior Analyst Today*. *13(1),* 20-40.

Table 1: Gains in grade equivalent reading scores for students in three Chicago Public Schools

	Historic gains for each 10 months of reading instruction	Gains with Morningside for each 10 months of reading instruction
Hearst Elementary School	8 months of growth	12 months of growth
McKay Elementary School	8 months of growth	15 months of growth
Herzel Elementary School	8 months of growth	20 months of growth

Data Set #3

Morningside partnered with three Seattle Public Schools, Thurgood Marshall, Emerson, and Highland Park, to implement **reading programming.** Across the three schools using the Morningside programming, 76%, 64%, and 81% of their students qualified for free or reduced lunch, compared to the 44% average of Seattle Public Schools. At the time, only 8 other schools within the district had 75% or more of students qualifying for free or reduced lunch. The average reading gain across those 8 schools was 7%. Following implementation of Morningisde's academic model in reading in three of those schools, reading gains tripled to 22% after a year and a half of implementation.

Figure 6, Figure 7, and **Figure 8** illustrate results across all three participating schools. These three figures illustrate the percentage of students who met or exceeded standards. Each graph illustrates four bars within each year of data.

- The first bar illustrates the percentage of students who passed the reading test within the school Reading)
    - Across all three figures, data displayed in 1999 illustrate reading scores before Morningside implementation, and in 2000, implementation was a partial year.
- The second bar illustrates the percentage of students who passed the math test (Math Control). This data is a quasi-experimental control, as Morningside **did not** implement math programming.
- The third bar illustrates the percentage of students who passed the reading test across the Seattle School District.
- The fourth bar illustrates the percentage of students who passed the reading test across Washington State

Figure 6: Emerson Elementary Reading Achievement Data

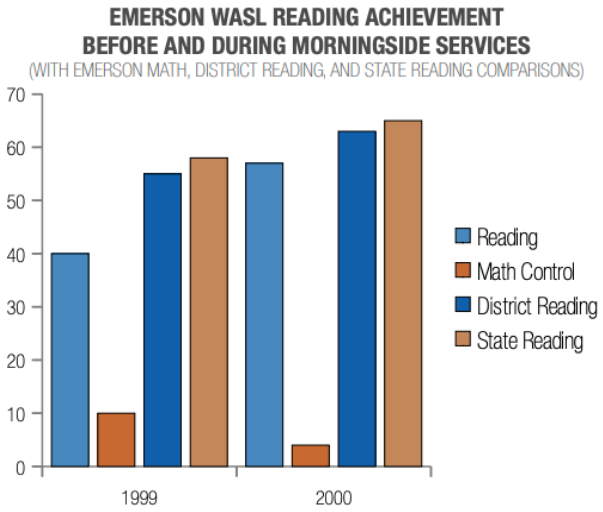


Figure 7: Highland Park Elementary Reading Achievement Data

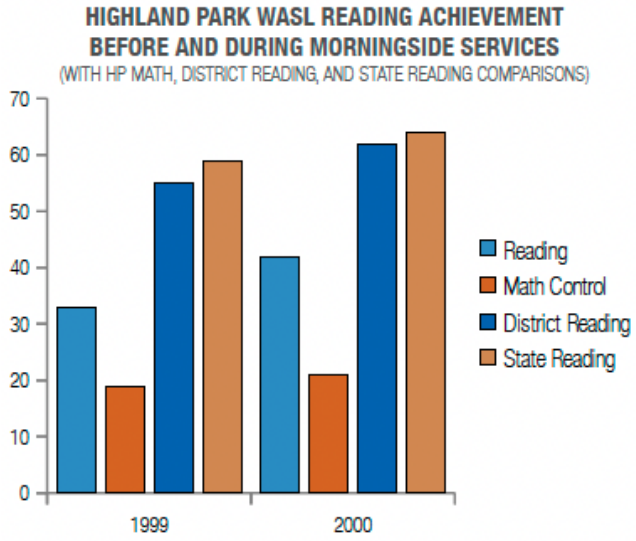
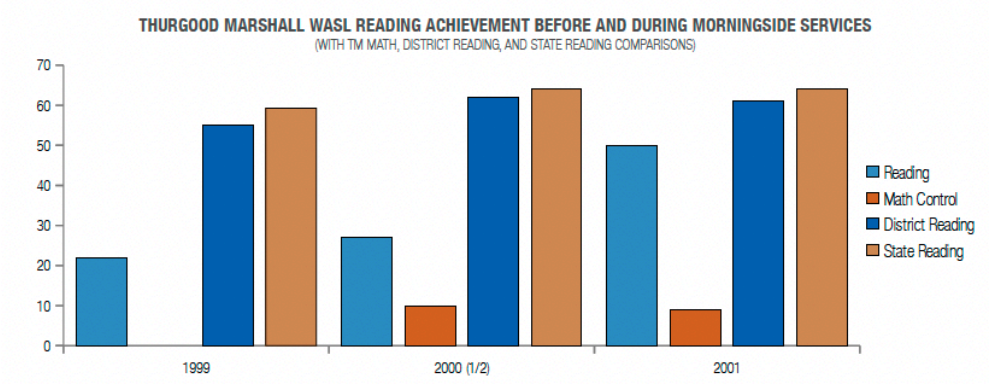


Figure 8: Thurgood Marshall Reading Achievement Data



Prospect Academy[21]

Prospect Academy, a 5-8 charter school in Arvada, CO, utilizes Morningside's academic model. Prospect Academy opened in 2022, and by the end of their first year, students achieved significant growth, providing further evidence of the impact of the proposed model. Reading results from their first year are below and detail math and writing in **Section 1.3d.**

Reading:

- Students grew **1.58-2.40 grade levels** on Reading skills as measured by the Woodcock-Johnson IV Achievement tests
- **67% of students** who completed a full year at Prospect Academy **grew at least 1.50-grade levels or more in at least one area of reading**

A core feature of MMGI is its ability to amplify achievement by building fluent foundational skills to ensure students have the necessary skills, mindsets, and habits to tackle more complex thinking and inquiry-based learning.

To achieve our mission and vision, we've transformed the instructional design by honoring learner variance, providing personalized instruction, seeing and supporting the whole child, seeing and connecting with the full family unit, and developing a professional culture that allows students and adults to thrive. Thus fostering student achievement and success.

[21] Academic Results provided by Prospect Academy's Executive Director, Mia Coffing. Retrieved 5/1/2024.

1.2 Enrollment Summary

a. Describe the community, including specific zip codes, from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.

Per TN Code § 49-13-113, Encompass Community School will welcome students from all clusters within Metro Nashville Public Schools (MNPS). That said, we propose locating our campus and focusing recruitment in the Whites Creek and Pearl Cohn Clusters. This choice is made in alignment with TN Code § 49-13-102(a) and a deep belief that our proposed school model should exist in a community with a history of low academic achievement, limited local options, and high parent demand. **Table 2 and Table 3** shows student demographics in zoned and choice elementary and middle schools in the Whites Creek and Pearl Cohn Clusters.

Table 2: Enrollment at Zoned and Choice Schools in Whites Creek[22]

School	Zoned or Choice Option[23]	Enrolled	Black/ African American	Hispanic/ Latino	White	Asian + PI	Econ Dis	SWD	ELL
Joelton ES	Zoned	277	18%	19%	62%	<10	33%	19%	14%
Alex Green ES	Zoned	451	79%	10%	10%	<10	61%%	10%	18%
Cumberland ES	Zoned	457	76%	16%	7%	<10	60%	12%	14%
KIPP Nashville College Prep ES	Choice	409	85%	12%	2%	<10	52%	11%	10%
KIPP Nashville College Prep MS	Choice	338	78%	17%	4%	1%	42%	16%	13%
Brick Church College Prep MS*	Zoned/ Choice	229	83%	14%	<10	<10	70%	18%	19%
Haynes MS	Zoned	264	78%	14%	7%	<10	64%	22%	11%
Creswell Middle School of the Arts MS	Choice	296	79%	5%	15%	<10	35%	17%	1%

[22] MNPS Open Portal, https://www.mnps.org/about/communications/opendata, Retrieved (5/2/2024)
[23] Pathways for MNPS Schools 2023-2024. https://www.mnps.org/common/pages/DisplayFile.aspx?itemId=38365358

	Average	340	72%	13%	14%	<10	51%	16%	13%

**Brick Church Pikee's enrollment data is not available on MNPS's Open Portal. Therefore, enrollment data is from the 2023 TN Report Card. [24]

Table 3: Enrollment at Zoned and Choice Schools in Pearl Cohn [25]

School	Zoned or Choice Option[26]	Enrolled	Black/ African American	Hispanic/ Latino	White	Asian + PI	Econ Dis	SWD	ELL
Moses McKissack MS	Zoned	123	90%	7%	<10	<10	63%	20%	6%
John Early MS	Zoned	187	79%	15%	6%	1%	72%	25%	16%
Jones ES	Zoned	254	86%	9%	5%	<10	61%	12%	6%
Cockrill ES	Zoned	293	49%	38%	13%	<10	46%	21%	27%
Robert Churchwell ES	Zoned	281	92%	7%	2%	<10	72%	15%	9%
Park Avenue ES	Zoned	339	85%	6%	8%	<10	63%	20%	5%
Purpose Prep	Choice	411	91%	3%	5%	<10	36%	10%	3%
Nashville Prep MS	Choice	204	42%	52%	3%	<10	40%	12%	40%
Hull Jackson ES	Choice	338	92%	4%	4%	<10	45%	10%	0%
Head MS	Choice	531	38%	34%	24%	4%	30%	13%	29%
	Average	296	74%	18%	8%	<10	53%	16%	14%

[24] Tennessee Department of Education, Report Card. (Retrieved 5/3/2024). https://tdepublicschools.ondemand.sas.com/school/009858005
[25] MNPS Open Portal, https://www.mnps.org/about/communications/opendata, Retrieved (5/2/2024)
[26] Pathways for MNPS Schools 2023-2024. https://www.mnps.org/common/pages/DisplayFile.aspx?itemId=38365358

b. Provide a rationale for determining enrollment projections and selecting the community where the proposed school will be located.
c. Discuss the academic performance and enrollment trends of existing schools in that community.

Encompass proposes the Whites Creek or Pearl Cohn Cluster as our target community for three primary reasons:

1. In alignment with TN Code § 49-13-102(a)(1) to improve learning for all students, we wanted to locate in a cluster with a history of low achievement data;
2. An opportunity to provide an evidence-based, innovative, and equitable model in an area with few high-quality options; and,
3. High parent and community demand combined with sufficient population density.

History of Low Achievement Data

Figure 2, shared in **Section 1 .1** and **Figure 9** below, provides an overview of district-wide academic achievement by subgroup between 2017-2023. Students who identify as Hispanic, Black/African American, or/and Economically Disadvantaged make up the majority of enrollment in Davidson County; however, over the last seven years of reportable data, these groups account for the lowest achievement rates. Since 2017, academic achievement (a measurement of both ELA and Math) has never exceeded an average of 2 out of 10 students achieving proficiency. For Students with Disabilities, Economically Disadvantaged, and English Learners, student outcomes are even lower year over year. Across all three of these groups, an average of 1 out of 10 students achieved academic proficiency over the last seven years.

Figure 9: Metro Nashville Public Schools TCAP Data, 2017-2023, by Race/Ethnicity [27]

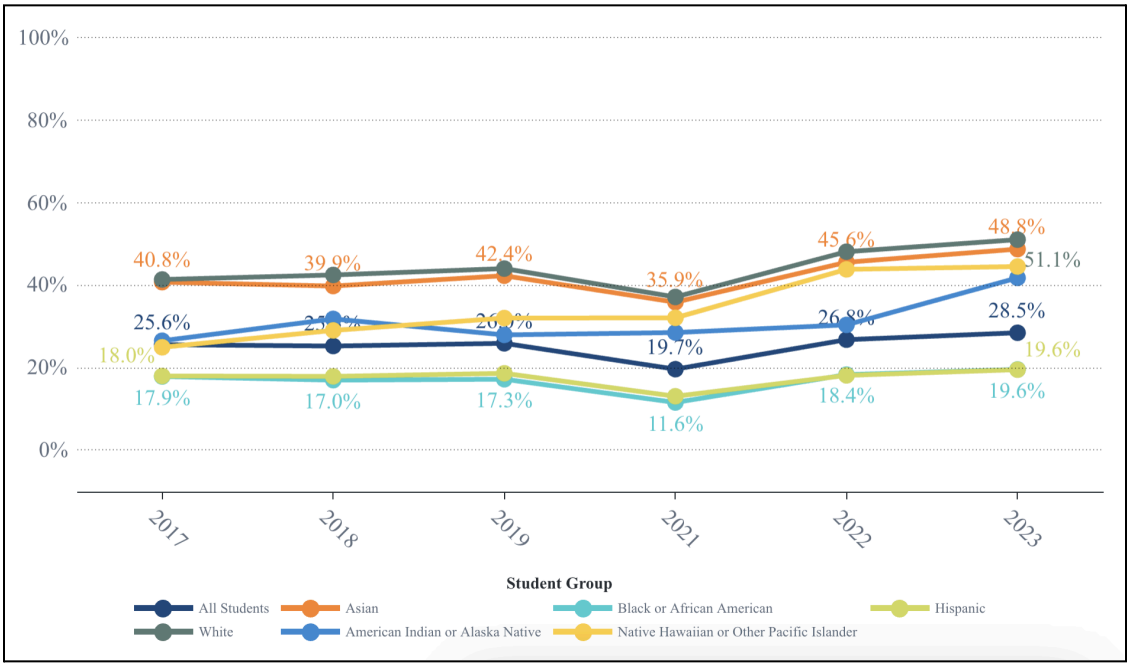
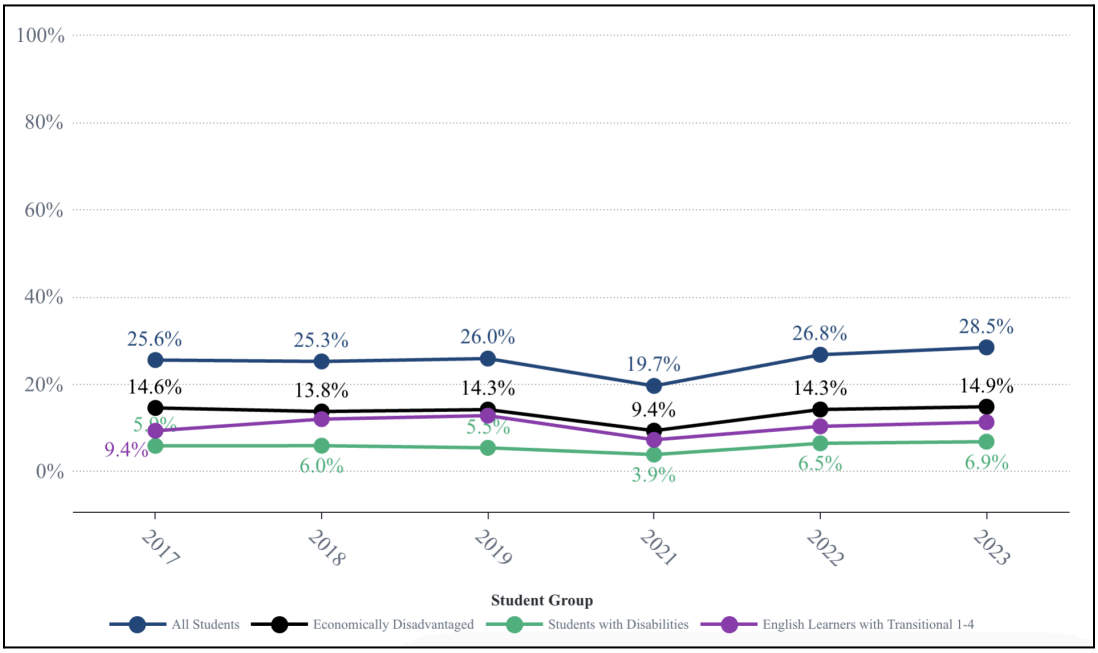


Figure 2 (Section 1.1): Metro Nashville Public Schools TCAP Data, 2017-2023, by Subgroup[28]



[27] Metro Nashville Public Schools 2023 District Assessment (TCAP)
https://tdepublicschools.ondemand.sas.com/district/00190/assessment
[28] Tennessee Department of Education, Report Card. Metro Nashville Public Schools 2017-2023 TCAP Results, Student Group Results.
https://tdepublicschools.ondemand.sas.com/district/00190/assessment

Whites Creek and Pearl Cohn Clusters outpace the district in three at-risk student profiles: minority student enrollment (88% to 76%, respectively), Economically Disadvantaged student enrollment (61% to 30%, respectively) and students enrolled who qualify for special education support (18% to 13%, respectively).

Both in alignment to the mission of Encompass Community School, and to TN *Code Ann § 49-13-102(a)(1),* we felt duty-bound to locate Encompass in a community where we could meaningfully improve learning for students at-risk of academic stagnation. And Whites Creek and Pearl Cohn meet these criteria.

Pursuant to TN Code § 49-13-102(a), the goal of charter schools is to *(1) improve learning for all students and close the achievement gap between high and low students.* Academic performance in Whites Creek and Pearl Cohn is significantly behind district and state averages. These data have not exceeded district or state averages across the last seven years of reported data. As the data in section b outline, Whites Creek and Pearl Cohn have higher rates of low-income and minority student enrollment, making these data additionally sobering.

For all data, Encompass analyzed pre- and post-COVID-19 patterns to determine if low academic achievement could be attributed to pandemic learning loss. While there were some changes, the trends described below – namely persistent achievement gaps across all subgroups and grade levels between Whites Creek/Pearl Cohn and MNPS and the State - remain the same both pre-and post-pandemic.

Table 4 includes all elementary and middle school zoned and choice schools within both the Whites Creek and Pearl Cohn Cluster and their corresponding 2023 federal designations. All elementary and middle schools that are zoned schools in the Pearl Cohn cluster are on the Comprehensive Support and Improvement (CSI), indicating they have exhibited low student performance and are in the bottom 5% of performance across the state. [29] A choice option within the Pearl Cohn Cluster is categorized as Additional Targeted Support and Improvement (ATSI). This designation indicates that there is a student group that would be identified as CSI on its own. [30] These data indicate that for families residing in the Pearl Cohn cluster, 100% of their zoned options are in the bottom 5% performing schools across the state.

[29] Tennessee Department of Education. 2023 Federal Accountability Measures. https://www.tn.gov/education/districts/lea-operations/accountability/2023-federal-accountability.html
[30] Tennessee Department of Education. 2023 Federal Accountability Measures. https://www.tn.gov/education/districts/lea-operations/accountability/2023-federal-accountability.html

Table 4: Federal Designation for Elementary and Middle Schools in Pearl Cohn & Whites Creek

School	Cluster	Zoned or Choice	Designation
Moses McKissack MS	Pearl Cohn	Zoned	Comprehensive Support and Improvement
John Early MS	Pearl Cohn	Zoned	Comprehensive Support and Improvement
Nashville Prep MS	Pearl Cohn	Choice	No Designation
Head MS	Pearl Cohn	Choice	No Designation
Jones ES	Pearl Cohn	Zoned	Comprehensive Support and Improvement
Cockrill ES	Pearl Cohn	Zoned	Comprehensive Support and Improvement
Robert Churchwell ES	Pearl Cohn	Zoned	Comprehensive Support and Improvement
Park Avenue ES	Pearl Cohn	Zoned	Comprehensive Support and Improvement
Purpose Prep	Pearl Cohn	Choice	No Designation
Hull Jackson ES	Pearl Cohn	Choice	Additional Targeted Support and Improvement
KIPP Nashville College Prep MS	Whites Creek	Choice	No Designation
Brick Church College Prep MS*	Whites Creek	Choice	Comprehensive Support and Improvement
Haynes MS	Whites Creek	Zoned	Comprehensive Support and Improvement
Creswell Middle School of the Arts MS	Whites Creek	Choice	No Designation
Joelton ES	Whites Creek	Zoned	No Designation
Alex Green ES	Whites Creek	Zoned	No Designation
Cumberland ES	Whites Creek	Zoned	No Designation
KIPP Nashville College Prep ES	Whites Creek	Choice	No Designation

Tables 5 and 6 illustrate proficiency levels for Whites Creek and Pearl Cohn Elementary Schools from 2018 to 2023. Data was not publicly reported in SYs 20 and 21 as a result of COVID. These proficiency levels report Success Rate, a combination of ELA and math state

assessments of students who met expectations or exceeded expectations. All schools across all subgroups trail significantly behind the district and state performance.

For Tables 5-12 the following key should be used:

- ** Denotes achievement data that was unavailable due to size of population[31]
- Either ELA or Math had below 5% achievement, and therefore data was suppressed. To calculate the Success Rate the value 4.9% was used, it is very likely that the total percentage of students is less than what is calculated in this table.

Table 5: 2018-2023 Success Rates, Whites Creek Cluster Elementary Schools by Subgroup[32]

	All Students		Economically Disadvan.		African American/ Black Students		Hispanic/ Latino Students		Students with Disabilities		English Language Learners (ELL)	
Alex Green ES	'18	**11.2%**	'18	**8.8%**	'18	**10.6%**	'18	**25%**	'18	**4.9%**	'18	**50%**
	'19:	**16.2%**	'19:	**14.2%**	'19:	**14.2%**	'19:	**15.4%**	'19:	**	'19:	**15%**
	'22	**13.5%**	'22:	**9.6%**	'22:	**14.6%**	'22:	**	'22:	**	'22:	**
	'23	**12.6%**	'23	**9.2%**	'23	**12.5%**	'23	**	'23	**	'23	**
Cumberland ES	'18	**8.4%**	'18	**5%**	'18	**7%**	'18	**18.8%**	'18	**10%**	'18	**
	'19	**6.2%**	'19	**6.3%**	'19	**6.1%**	'19	**15%**	'19	**5.3%**	'19	**
	'22	**8.3%**	'22	**8.2%**	'22	**7.3%**	'22	**	'22	**7.5%**	'22	**
	'23	**11.1%**	'23	**8.4%**	'23	**8.1%**	'23	**	'23	**	'23	**
Joelton ES	'18	**39.9%**	'18	**33.4%**	'18	**50%**	'18	**	'18	**7%**	'18	**
	'19	**40.2%**	'19	**28.4%**	'19	**45.9%**	'19	**22.8 %**	'19	**11.9%**	'19	**
	'22	**45.3%**	'22	**33.8%**	'22	**	'22	**	'22	**	'22	**
	'23	**46.3%**	'23	**28%**	'23	**	'23	**	'23	**25.1%**	'23	**

[31] Suppression Data Guide: https://www.tn.gov/content/dam/tn/education/rpt-crd/SuppressionRules201819.pdf
[32] TDOE Data Downloads & Requests, Report Card Data. (Retrieved 4/30/2024). https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html; https://tdepublicschools.ondemand.sas.com/

Table 6: 2018-2023 Success Rates, Pearl Cohn Cluster Elementary Schools by Subgroup[33]

	All Students		Economically Disadvantaged		African American/ Black Students		Hispanic/ Latino Students		Students with Disabilities		English Language Learners (ELL)	
Cockrill ES Comprehensive Support and Improvement (CSI)	'18	**11.7%**	'18	**14.8%**	'18	**10.9%**	'18	**13.7%**	'18	**<5%**	'18	**20%**
	'19	**15.3%**	'19	**13.8%**	'19	**7.7%**	'19	**25%**	'19	**<5%**	'19	**20%**
	'22	**12%**	'22	**6.3%**	'22	**10%**	'22	**	'22	**	'22	**
	'23	**9.9%**	'23	**<5%**	'23	**9.1%**	'23	**8.4%**	'23	**	'23	**
Robert Churchwell ES Comprehensive Support and Improvement (CSI)	'18	**8.8%**	'18	**6.7%**	'18	**8.3%**	'18	**	'18	**17.9%**	'18	**12.5%**
	'19	**16.4%**	'19	**16.4%**	'19	**16%**	'19	**	'19	**15.2%**	'19	**
	'22	**7.6%**	'22	**8.1%**	'22	**8.1%**	'22	**	'22	**21.7%**	'22	**
	'23	**7.7%**	'23	**8.3%**	'23	**8.5%**	'23	**	'23	**12.5%**	'23	**
Jones ES Comprehensive Support and Improvement (CSI)	'18	**22.4%**	'18	**20%**	'18	**23.2 %**	'18	**	'18	**13.7%**	'18	**
	'19	**12%**	'19	**7.6%**	'19	**12.3%**	'19	**	'19	**8.3%**	'19	**
	'22	**7.0%**	'22	**<5%**	'22	**7.3%**	'22	**	'22	**	'22	**
	'23	**8.1%**	'23	**8.1%**	'23	**8.2%**	'23	**	'23	**	'23	**
Park Avenue ES Comprehensive Support and Improvement (CSI)	'18	**14.7%**	'18	**11.7%**	'18	**14.6%**	'18	**	'18	**6.3%**	'18	**
	'19	**17%**	'19	**17%**	'19	**16.2%**	'19	**	'19	**9.4%**	'19	**
	'22	**10.5%**	'22	**8.2%**	'22	**9.5%**	'22:	**	'22:	**	'22:	**
	'23	**11.3%**	'23	**8.8%**	'23	**10.5%**	'23	**	'23	**	'23	**

[33] TDOE Data Downloads & Requests, Report Card Data. (Retrieved 4/30/2024). https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html; https://tdepublicschools.ondemand.sas.com/

Table 7 and **Table 8** illustrate these same data points for Middle School students in both the Whites Creek and Pearl Cohn clusters. Data demonstrates decreased academic outcomes from Elementary to Middle School. Across many subgroups, data isn't reportable because the success rate is less than 5% of the student population.

Table 7: 2018-2023 Middle Schools, Whites Creek Cluster by Subgroup[34]

	All Students		Economically Disadvantaged		African American/ Black Students		Hispanic/ Latino Students		Students with Disabilities		English Language Learners (ELL)	
Haynes MS Comprehensive Support and Improvement (CSI)	'18	**5.8%**	'18	**<5%**	'18	**6.2%**	'18	**	'18	**10.6%**	'18	**
	'19	**<5%**	'19	**<5%**	'19	**5.9%**	'19	**	'19	**<5%**	'19	**
	'22	**<5%**	'22	**<5%**	'22	**<5%**	'22	**	'22	**8.8%**	'22	**
	'23	**5.6%**	'23	**5.9%**	'23	**<5%**	'23	**	'23	**13.4%**	'23	**
Brick Church Pike Comprehensive Support and Improvement (CSI)	'18	**7.5%**	'18	**<5%**	'18	**7.7%**	'18	**7.1%**	'18	**<5%**	'18	**7%**
	'19	**10.5%**	'19	**6%**	'19	**9.3%**	'19	**7.3%**	'19	**7.4%**	'19	**9.8%**
	'22	**5.7%**	'22	**<5%**	'22	**5%**	'22	**10.3%**	'22	**<5%**	'22	**5.3%**
	'23	**10.3%**	'23	**9.2%**	'23	**11.2%**	'23	**	'23	**14.9%**	'23	**6.6%**

[34] TDOE Data Downloads & Requests, Report Card Data
https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

Table 8: 2018-2023 Success Rates, Pearl Cohn Cluster Middle Schools by Subgroup[35]

	All Students		Economically Disadvantaged Students		African American/ Black Students		Hispanic/ Latino Students		Students with Disabilities		English Language Learners (ELL)	
John Early MS Comprehensive Support and Improvement (CSI)	'18	**15.6%**	'18	**7.4%**	'18	**6.55%**	'18	**42.9%**	'18	**8%**	'18	**41.7%**
	'19	**12.1%**	'19	**6.75%**	'19	**6.45%**	'19	**30%**	'19	**8.4%**	'19	**
	'22	**5.5%**	'22	**<5%**	'22	**<5%**	'22	**	'22	**9%**	'22	**
	'23	**10.7%**	'23	**7.2%**	'23	**9.1%**	'23	**	'23	**18.8%**	'23	**
Moses McKissack MS Comprehensive Support and Improvement (CSI)	'18	**8.5%**	'18	**7.45%**	'18	**7.45%**	'18	**12.5%**	'18	**17.5%**	'18	**20%**
	'19	**8.1%**	'19	**7.1%**	'19	**6.95%**	'19	**7.5%**	'19	**11.9%**	'19	**5.3%**
	'22	**<5%**	'22	**<5%**	'22	**<5%**	'22	**	'22	**15.9%**	'22	**
	'23	**<5%**	'23	**<5%**	'23	**<5%**	'23	**	'23	**7.8%**	'23	**

These gaps compound at the high school level. **Table 9, Table 10, Table 11 and Table 12** provide insight into the long-term impact of low academic achievement levels. While graduation rates have increased since 2018, rates at Whites Creek High School and Pearl-Cohn High School still lag behind district and state averages. Additionally, minimal improvement in ACT scores, a required component of post-graduation choice for higher education, suggests that graduates are no more ready for postsecondary success. Lastly, both high schools are on the priority list.

Note: Data for ACT scores, Ready Graduate and Graduation Rates reflect the previous year's graduating class.

[35] Tennessee Department of Education, Report Card Data. https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

Table 9: Graduation Rates and Success Rates, Whites Creek High School[36]

Whites Creek HS	All Students		Economically Disadvantaged		African American/ Black Students		Hispanic/ Latino Students		Students with Disabilities		English Language Learners (ELL)	
Graduation Rate	'18	**82.8%**	'18	**76.6%**	'18	**86.8%**	'18	**66.7%**	'18	**63.2%**	'18	**
	'19	**76.8%**	'19	**75%**	'19	**80.3%**	'19	**66.7%**	'19	**63.2%**	'19	**
	'21	**82.7%**	'21	**80.6%**	'21	**83.9%**	'21	**	'21	**45.8%**	'21	**
	'22	**78.9%**	'22	**76.9%**	'22	**82.6%**	'22	**	'22	**55.9%**	'22	**
Success Rate	'18	**<5%**	'18	**<5%***	'18	**<5%**	'18	**5.2%**	'18	**5.5%**	'18	**<5%**
	'19	**5.5%**	'19	**5%**	'19	**<5%**	'19	**<5%**	'19	**<5%**	'19	**
	'22	**5.4%**	'22	**<5%***	'22	**<5%**	'22	**	'22	**<5%***	'22	**
	'23	**7.8%**	'23	**5.8%**	'23	**6.5%**	'23	**9.5%**	'23	**<5%**	'23	**<5%**

Table 10: 2018-2022 ACT And Ready Graduates Data, Whites Creek High School[37]

Whites Creek HS	All Students		Economically Disadvantaged		African American/ Black Students, Hispanic/Latinx and Native American Students		Students with Disabilities		English Language Learners (ELL)	
ACT Composite	'18	**15.5**	'18	**15.5**	'18	**15**	'18	**13.10**	'18	**
	'19	**16**	'19	**14.5**	'19	**15.9**	'19	**13.1**	'19	**
	'21	**14.3**	'21	**14.4**	'21	**14.1**	'21	**13.1**	'21	**
	'22	**13.8**	'22	**13.3**	'22	**13.6**	'22	**11.9**	'22	**
Ready Graduates	'18	**24.1%**	'18	**18.7%**	'18	**23%**	'18	**<5%**	'18	**
	'19	**14.4%**	'19	**11.8%**	'19	**11.5%**	'19	**<5%**	'19	**
	'21	**23.7%**	'21	**21.3%**	'21	**23%**	'21	**<5%**	'21	**<5%**
	'22	**25.8%**	'22	**19.2%**	'22	**27.8%**	'22	**5.9%**	'22	**

[36] Tennessee Department of Education, Report Card Data. https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html
[37] Tennessee Department of Education, Report Card Data. https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

Table 11: 2018-2023 Graduation Rates and Success Rates, Pearl-Cohn High School[38]

Pearl-Cohn HS Comprehensive Support and Improvement (CSI)	**All Students**		**Economically Disadvantaged**		**African American/ Black Students**		**Hispanic/ Latino Students**		**Students with Disabilities**		**English Language Learners (ELL)**	
Graduation Rate	'18	**75.4%**	'18	**75.2%**	'18	**78.8%**	'18	**45.5%**	'18	**62.7%**	'18	**
	'19	**64%**	'19	**61.9%**	'19	**67.6%**	'19	**	'19	**48.8%**	'19	**
	'21	**79.7%**	'21	**82.7%**	'21	**82.7%**	'21	**	'21	**69.6%**	'21	**
	'22	**72.3%**	'22	**72.5%**	'22	**76.6%**	'22	**28.6%**	'22	**78.1%**	'22	**
Success Rate	'18	**7.3%**	'18	**5%**	'18	**5.2%**	'18	**6.6%**	'18	**7.9%**	'18	**<5%**
	'19	**<5%**	'19	**<5%**	'19	**<5%**	'19	**	'19	**5.3%**	'19	**
	'22	**<5%**	'22	**<5%**	'22	**<5%**	'22	**	'22	**<5%**	'22	**
	'23	**<5%**	'23	**<5%**	'23	**<5%**	'23	**	'23	**<5%**	'23	**

[38] Tennessee Department of Education, Report Card Data.
https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html

Table 12: 2018-2022 ACT And Ready Graduates Data, Pearl-Cohn High School[39]

Pearl-Cohn HS Comprehensive Support and Improvement (CSI)	**All Students**		**Economically Disadvantaged**		**African American/ Black Students, Hispanic/Latinx and Native American Students**		**Students with Disabilities**		**English Language Learners (ELL)**	
ACT Composite	'18	**15.6**	'18	**15.1**	'18	**15.5**	'18	**15.1**	'18	**
	'19	**15.2**	'19	**15**	'19	**15.2**	'19	**14.3**	'19	**
	'21	**13.9**	'21	**13.8**	'21	**13.9**	'21	**12.6**	'21	**
	'22	**14.1**	'22	**14**	'22	**14.1**	'22	**13.3**	'22	**
Ready Graduates	'18	**9.1%**	'18	**8.1%**	'18	**8.8%**	'18	**<5%**	'18	**9.1%**
	'19	**6.8%**	'19	**5%**	'19	**7%**	'19	**<5%**	'19	**
	'21	**14.5%**	'21	**13.4%**	'21	**15.2%**	'21	**<5%**	'21	**
	'22	**11.6%**	'22	**11.5%**	'22	**11.6%**	'22	**9.4%**	'22	**

These data are disheartening to say the least. Pearl Cohn and Whites Creek students follow a sad, persistent national pattern. While they enter school with boundless excitement, their longitudinal outcomes worsen over time. Put differently, fewer students are proficient in 12th grade than in 8th, and fewer 8th graders are proficient than in 4th grade.[40] [41] The end result: less than a quarter of graduates are ready for post-secondary success.

And families, it would seem, understand this disparity and are voting with their feet. On average **56%**[42] of Whites Creek students and **57%**[43] Pearl Cohn students opt-out of their zoned schools in favor of other options. By comparison, at Julia Green Elementary, a lauded local option located in the Hillsboro Cluster, only **6%**[44] of zoned students enroll in other public options.

[39] Tennessee Department of Education, Report Card Data. https://www.tn.gov/education/districts/federal-programs-and-oversight/data/data-downloads.html
[40] Berens, K, (2020). Blind spot: Why Students Fail and the Science That Can Save Them. The Collective Book Studio.
[41] https://www.nationsreportcard.gov/
[42] Metro Nashville Public Schools. 2023-2024 Zoned School Data Report, All Quadrants.
[43] Metro Nashville Public Schools. 2023-2024 Zoned School Data Report, All Quadrants.
[44] Metro Nashville Public Schools. 2023-2024 Zoned School Data Report, All Quadrants.

Families realize, and at great personal cost, often decide to travel outside their neighborhood to access high-quality schools. This geographic hurdle creates another kind of inequity - increasing the burden on families to navigate complex transportation and creating distance between their school and their community.

Section 1.3 provides more detail on Encompass's community school model. But suffice it to say: a strong connection between school and community has a statistically positive impact on students and their community.

Expanding evidence-based, innovative, and equitable models in an area with few high-quality options

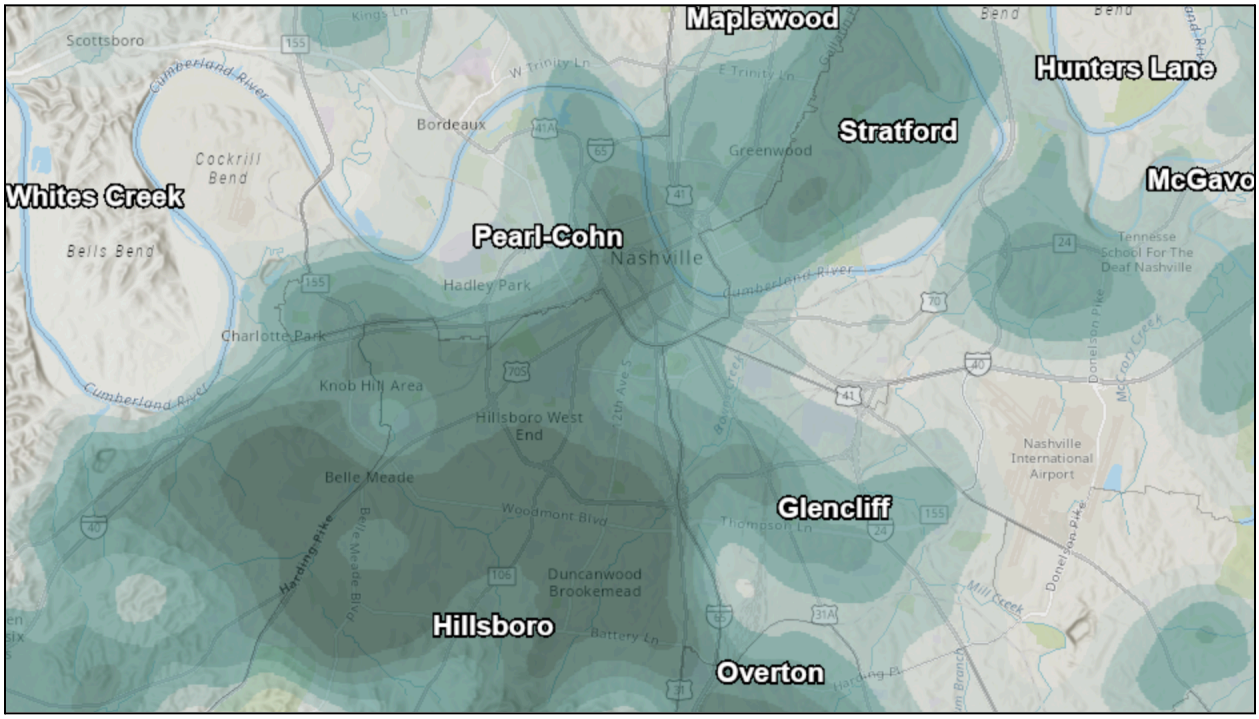
Within this cluster, families lack access to in-zone elementary and middle schools that yield high academic outcomes. The importance of expanding high-quality in-zone options for these students cannot be understated. Early academic outcomes are often predictive of lifelong, generational outcomes. Prior studies have demonstrated how geographic isolation from high-quality school options leads to a continuation of educational inequality in urban school districts.[45] Put differently: when high-quality options aren't available within a family's neighborhood, educational inequity remains and in some cases, strengthens.

This low educational attainment leads to disparities in lifetime income, especially among minoritized and economically disadvantaged students.[46] **Figure 10** illustrates this. The darker the area, the greater the lifelong educational attainment of its residents. Visually, it's striking to note the disparity between our proposed communities of Whites Creek and Pearl Cohn and the County at large in terms of lifetime education attainment and further illustrates the need for a high-quality educational model within the community.

[45] Walters, P. (2007). Explaining the durable racial divide in American education: Policy development and opportunity hoarding from Brown to vouchers. In Paper Presented at Conference on the Social Dimensions of Inequality sponsored by the Russell Sage Foundation and Carnegie Corporation, UCLA.

[46] Carnevale, A. P., Rose, S. J., & Cheah, B. (2011). The college payoff: Education, occupations, lifetime earnings. Georgetown University Center on Education and the Workforce

Figure 10: Heat Map of Education Attainment[47]



Parent and Community Demand Combined with Sufficient Population Density

As the Encompass enrollment team began community engagement work, they recognized that overall enrollment at zoned schools was lower than that of district peers. Additionally, the Pearl Cohn's and Whites Creek clusters had seen school closures in the last few years due, in part, to dwindling enrollment. These data gave the team pause. However, it existed in contrast to the dominant narrative they heard from families and community members. The team conducted robust research and community engagement efforts and found compelling evidence to suggest that there is, indeed, sufficient demand and population density to justify Encompass's enrollment projections.

First, we will start with parent and community demand.

Encompass felt compelled to open in a community where we could provide a meaningful, in-zone option to families. Opening a school within this region would decrease the number of students attending schools outside their neighborhood and increase community support and engagement.

As a community school, Encompass prioritizes community engagement and understanding the perspectives, experiences, and demands of the community. Further described in section

[47] InSite EFS. Retrieved 1/21/2024

1.10 Parent and Community Engagement and Support, Encompass has intentionally solicited input from our proposed community. During all of our engagement efforts, we ask community members if they believe an additional school option would benefit their community. In the hundreds of hours and conversions we had, only 5 community members disagreed that an additional quality school option was necessary. Furthermore, 100% of respondents either support our opening or would be interested in more information. This data is displayed in **Table 13** and **Table 14.**

Table 13: Community and Family Input from Whites Creek and Pearl Cohn Clusters

Response	Do you think North Nashville needs an additional school option for families?	Percent
Yes	323	91.8%
No	4	1.1%
I need more information	24	6.8%
Total	**351**	

Table 14: Community and Family Input from Whites Creek and Pearl Cohn Clusters

Response	Would you support the opening of Encompass Community School?	Percent
Yes	333	94.9%
No	0	0%
I need more information	18	5.1%
Total	**351**	

As a proposed charter school, we will serve all of Davidson County and thus have attended community events and recruited input from families across the county. The data shown in **Table 15** and **Table 16** illustrate community and family input holistically.

Table 15: Community and Family Input (total)

Response	Do you think North Nashville needs an additional school option for families?	Percent
Yes	458	90.2%
No	5	1%
I need more information	44	8.7%
Total	**507**	

Table 16: Community and Family Input (total)

Response	Would you support the opening of Encompass Community School?	Percent
Yes	479	94.7%
No	1	0.2%
I need more information	26	5.1%
Total	**507**	

Our interest-to-enroll data as well as overall family support provide strong evidence for community demand and need to expand in-zone options. Another question entirely is whether or not sufficient population density exists in the zone to meet enrollment goals. As such, we have additionally analyzed:

1. Enrollment, birth rates and estimated enrollment projections to ensure that our proposed community has a sufficient volume of potential students to maintain our projected enrollment; and,
2. Enrollment trends for students who live within the Pearl Cohn and Whites Creek Clusters but are opting out of their zoned schools.

The data we uncovered supported the community narrative: not only is there a desire for Encompass, but there is sufficient demand and population density to support its enrollment goals.

An enrollment summary for schools in our proposed geographic zones are illustrated in **Table 17** and **Table 18**.

Table 17: Elementary School Enrollment

School	Enrolled
Jones ES	254
Cockrill ES	293
Robert Churchwell ES	281
Park Avenue ES	339
Purpose Prep	411
Hull Jackson ES	338
Joelton ES	277
Alex Green ES	451
Cumberland ES	457
KIPP Nashville College Prep ES	409
Average	**351**

Table 18: Middle School Enrollment

School	Enrolled
Moses McKissack MS	123
John Early MS	187
Nashville Prep MS	204
Head MS	531
KIPP Nashville College Prep MS	338
Brick Church College Prep MS*	229
Haynes MS	264
Creswell Middle School of the Arts MS	296
Average	**272**

As outlined in **Section 1.2g**, Encompass's enrollment goal at full capacity is 468 students in grades K-8. While there are no K-8 models in this region to compare, the combined average

enrollment for K-8 students in this cluster is 623 students. This means that Encompass would need to enroll fewer than average students to meet its enrollment goals.

Encompass Community School acknowledges that in the last three years, three schools across the Whites Creek and Pearl Cohn clusters have been closed due to low enrollment. On the surface, one might assume that families are moving out and population trends are declining. However, census data combined with 2023-2024 MNPS Zoned Enrollment Data and our community engagement work provide a clearer picture of the trends within our proposed community of Pearl Cohn and Whites Creek Cluster.

The data in **Table 19** clearly illustrates that large numbers - in fact, the majority - of families in the Whites Creek and Pearl Cohn clusters elect to attend schools outside their zoned options. Notably, Joelton Elementary, the only school that exceeds a success rate of 13%, stands out as the solitary exception. Only **16%** of students at Joleton select an alternative option compared to the other 4 elementary schools which range from **45% to 62%** of students opting out of their zoned option. These data strongly suggest that families are eager to stay in-zone when there are quality options to attend, but are willing to - at great personal cost - seek out of zone options when their zoned schools are not high performing. The highest percentage of opting out of a zoned school is at Moses McKissack Middle School with **67%** of students, which also has the lowest success rate at less than **5%. Table 20** illustrates the average success rate and opt-out rate across both clusters.

Table 19: 2023-2024: Zoned vs. Enrolled Students, Whites Creek and Pearl Cohn Cluster, October 2023[48]

School	2023 Success Rate	Zoned	Enrolled from Zone	Choice Out Enrollment	Percentage Choice Out
Joelton ES	46.30%	258	216	42	16.28%
Robert Churchwell ES	7.70%	426	231	195	45.77%
Cockrill ES	9.90%	348	181	167	47.99%
Park Avenue ES	11.30%	478	233	245	51.26%
Jones ES	8.10%	398	175	223	56.03%
John Early MS	10.70%	358	150	208	58.10%
Alex Green ES	12.60%	1,032	408	624	60.47%
Cumberland ES	11.10%	1,123	427	696	61.98%
Haynes MS	5.60%	644	225	419	65.06%
Moses McKissack MS*	4.99%	366	119	247	67.49%
Total		**5,431**	**2,365**	**3,066**	

*Note: The Success Rate for Moses McKissack MS was less than 5%, and therefore was suppressed data. We have put in 4.99% to calculate an average but note that it is possible it is lower.

Table 20: Average Success Rate and Percentage out 2023-2024

2023 Success Rate Average	Percentage Choice Out
12.83%	53.04%

As of October 5, 2023, there were a total of **3,066 students** who are opting out of their zoned schools in Whites Creek and Pearl Cohn combined. If we were to enroll this population alone, it would only account for **15%** of the students opting out.

[48] Metro Nashville Public Schools October 2023-2024, Zoned School Data Report, Northwest Quadrant

According to the Zoned School by Quadrant Data set from October 5, 2023, the Whites Creek and Pearl-Cohn clusters have the highest percentage of students attending secondary schools outside of their zoned school, further displayed in **Table 21**. For elementary, similar trends exist with 50% students residing in Pearl-Cohn cluster opting out of their zoned school option Two elementary schools in the White Creek Cluster, Alex Green and Cumberland have the highest opt-out enrollment percentage of any elementary school in MNPS.

These data are consistent with family and community input surrounding more options within their community. As shown in **Table 13** and **Table 14**, to date, we have spoken with or received input from **323 families** from the Pearl Cohn and Whites Creek clusters who want and believe an additional school option is needed within the community. These data provide further evidence of the presence of school-aged children within our proposed community, indicating that enrolling a K-8 school of 468 is achievable.

Table 21: 2023-204 Choice Out Enrollment by Cluster, Elementary Schools [49]

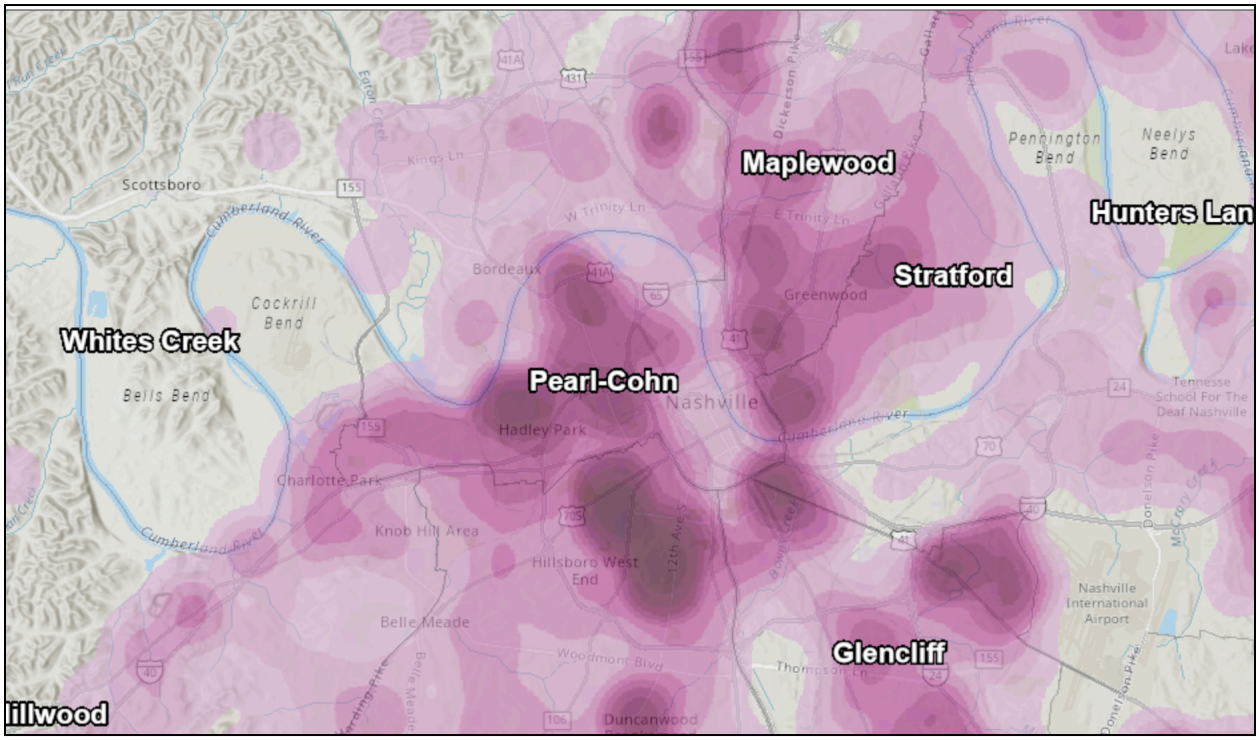
Cluster	Quadrant	Elementary Choice Out %	Middle Choice Out %
Whites Creek	Northwest	46%	65%
Pearl-Cohn	Northwest	50%	63%
Maplewood	Northeast	53%	53%
Stratford	Northeast	50%	50%
Hunters Lane	Northwest	38%	44%
Glencliff	Southeast	27%	42%
Antioch	Southeast	19%	41%
Hillsboro	Southwest	26%	39%
Cane Ridge	Southeast	17%	35%
Overton	Southwest	13%	33%
Lawson	Southwest	19%	32%
McGavock	Northeast	31%	31%

[49] Metro Nashville Public Schools November 2023-2024 Zoned School Data Report, All Quadrants

Finally, Encompass considered population density trends as a way to consider our ability to meet enrollment targets and rationale for location.

Figure 11 illustrates K-12 population distribution in the form of a heat map of K-12 aged students - the darker the layer, the higher the population. The map clearly illustrates a high population of K-12 students within Pearl Cohn and portions of the Whites Creek cluster.

Figure 11: 2023 K-12 Enrollment Distribution Heatmap [50]



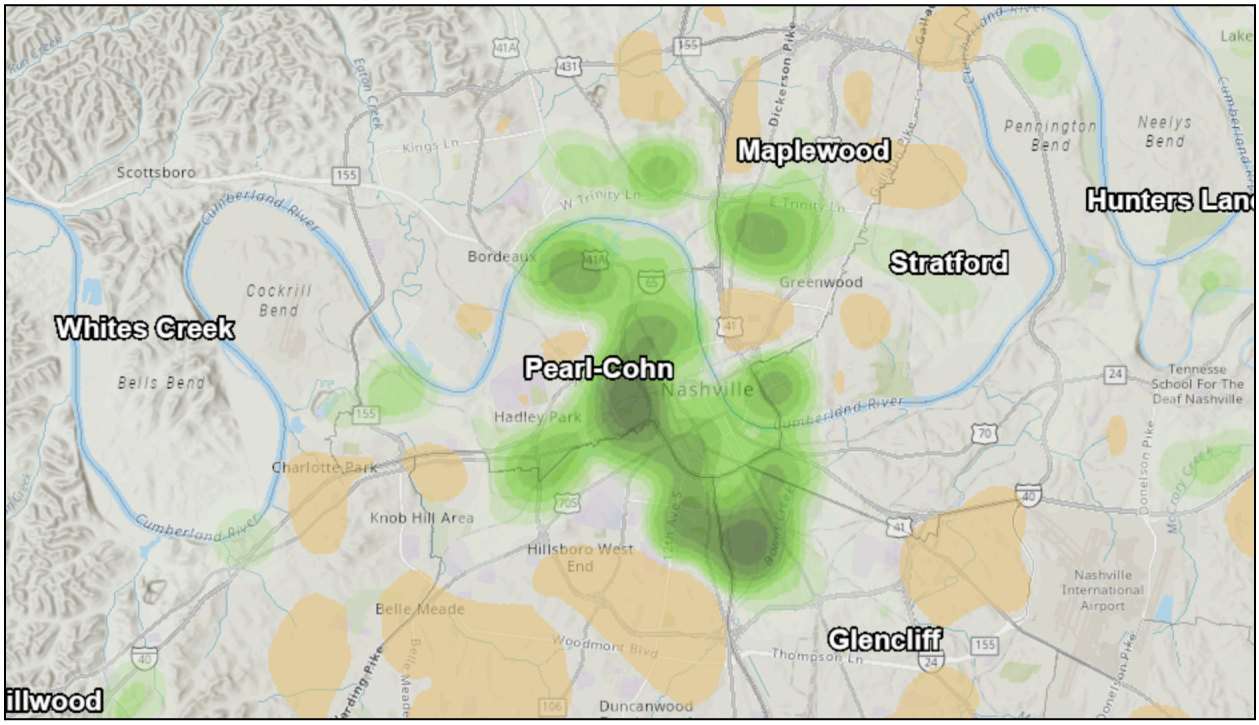
The Pearl Cohn and Whites Creek clusters span several ZIP codes; we share data across only four of them. According to 2020 Census data, there are 7,066 children under 5 and 5,741 children between 5-9 years old. Encompass's enrollment would be approximately 3.7% of this population, which doesn't include enrollment outside of our proposed community.

Figure 12 is a heat map of estimated **future** K-12 distribution using birth rates and measurements of predictions. The darker the layer, the more dense the population is. These projections highlight the continued growth within our proposed communities, further indicating not only a strong enrollment over the years, but the need for these families to have additional school options for their students. When compared to other parts of the city, future

[50] InSite EFS. Retrieved 1/21/2024

enrollment trends are the strongest within our proposed community of the Pearl Cohn Cluster.

Figure 12: 2028 Growth Enrollment Projections Heatmap[51]



Summary

The historic academic data, combined with parent voices, enrollment trends and population density paint a clear picture: our proposed communities of the Whites Creek and Pearl Cohn Clusters illustrate both a strong demand for and the ability to reach our enrollment goals.

The students of Whites Creek and Pearl Cohn have endless untapped potential. While we recognize the disparities in achievement, opportunity, and academic mobility, we know that this community is rich in possibility and potential. Our proposed school model embraces educational research and innovative school design that has proven to empower students to excel, breaking the link between demographics and academic outcomes. And equally importantly, families in this community want a school like Encompass.

[51] InSite EFS. Retrieved 1/21/2024

d. Describe the specific population of students the proposed school intends to serve.

In alignment with TN Code § 49-13-102 Encompass exists *to improve learning for all students and close the achievement gap between high and low students.* As a public charter school, Encompass will be open to enrollment for all students in Davidson County. However, in alignment with our mission and vision, Encompass will target recruitment and enrollment in the neighborhoods of our proposed location in Whites Creek and Pearl Cohn. As outlined in previous sections, these zones serve a student population that is primarily minority and primarily categorized as economically disadvantaged. Both Whites Creek and Pearl Cohn outpace the district and the state in both subgroup enrollments. Both zones also have significantly underperformed the state and the district in state testing data for every year of available data. Encompass is committed to opening in this community where the potential impact for students who need it most is highest.

To further ensure that Encompass serves this specific population, we will leverage recent enrollment preference guidelines in TN Code § 49-13-113 during our lottery, specifically ranking "students who are economically disadvantaged as provided in subdivision (d)(5)," as our top priority. Given this does not align MNPS's lottery procedures, Encompass will oversee their own lottery to allow for this enrollment preference and will utilize SchoolMint as the enrollment management system. Encompass will follow and align with guidelines detailed in all state and local guidelines, including SBE 0520-14-01-.04. Further details are found in our Enrollment Policy in **Attachment F** and in **Section 1.9.** Additionally, costs associated with executing an independent lottery are reflected in **Attachment AA.**

e. Describe what the proposed school would do more effectively than the schools that are now serving the targeted population.
f. What different educational options will the proposed school offer?

As the data in previous sections clearly outline, students in our proposed location need and deserve an option that will better serve their needs. Encompass is that school. As outlined in **Section 1.1** our research-and evidence-based approach is a distinct departure from current options and has a proven track record of success.

Our mission is to leverage a mastery-based, student-centric approach to ensure all students thrive academically and personally. Encompass will lead the way in Davidson County with an innovative 21st-century school design by rejecting the one-size-fits-all approach and adopting an individualized and responsive school model.

Mastery-Based Learning

Through evidence-based instructional design, the Morningside Model of Generative Instruction (MMGI), students will learn content and progress through learning objectives based on their mastery of the previous skill. Traditionally, students progress based on the time, their age, and the date. Teachers stick to specific scopes and sequences and provide interventions only when time allows or utilize Response to Intervention (RTI) when students have already fallen behind. The proposed school model expands the application of existing RTI/MTSS frameworks and designs an academic program that is tailored to ALL individual student needs. MMGI has been implemented to great success worldwide, across all student demographic groups for more than 40 years. Students enrolled at Morningside Academy grow on average between 2.50-4 grade levels across core content areas. [52] These data are further shown to be possible within our year-long pilot program using MMGI in Nashville. A majority of students accelerated their growth and in some cases, exceeded grade-level achievement or doubled their rate of growth within the pilot than they did prior. Detailed results from our pilot program are included in **Attachment R**. The robust body of research extends beyond the success of Morningside, as further detailed in **1.2f and 1.3d.** Based on historical achievement data, as shown in **Tables 5-12** and the current federal designation of schools, illustrated in **Table 4,** within our proposed community, our transformative academic model provides more effective academic programming for students behind or ahead of grade level than surrounding school options.

Equity-Centered Design

Encompass's model puts equity at the center of its design by prioritizing a personalized, individualized, mastery-based learning model. A 2011 report from PolicyLink and Southern California's Program for Environmental and Regional Equity (PERE) [53] demonstrated that "policies and practices that promote equity [are] the best outcome for continued and sustainable growth for the nation." [54] When equity is truly embedded in a school model, students receive what they need, when they need it. This creates an inclusive and responsive environment that meets the needs of the whole child and accelerates personal and academic achievement.

Whole-Child Development, Learning and Thriving

Encompass was developed using whole-child development theory. As a result, social-emotional development is emphasized throughout the school day, through both explicit instruction and everyday school-wide culture systems. Encompass will use an

[52] Results from an 11 year study analyzing Morningisde Academy's achievement gains. https://www.aubreydaniels.com/media-center/organizational-solutions/articles/morningside-academy-building-foundations-for-student
[53] America's Tomorrow: Equity is the Superior Growth Model, https://www.policylink.org/sites/default/files/SUMMIT_FRAMING_WEB_20120110.PDF
[54] Duncan-Andrade, J.M.R, Equality or Equity: Toward a Model of Community-Responsive Education. Harvard Education Press.

evidenced-based, social-emotional, trauma-informed curriculum in addition to our robust educational programming. We incorporate the values and principles of whole-child development through our school-wide culture systems and the use of Restorative Practice (RP) and Positive Behavioral Interventions and Supports (PBIS). A recent study conducted on a school that embedded fully integrated student systems of support showed students have a higher probability of completing post-secondary work. [55] Restorative Practice, a schoolwide culture practice aligned with WCD, has significantly reduced exclusionary practices such as suspension; in some studies, this reduction was over 85-88% after one year of implementation. RP has also been shown to reduce and address the disproportionality of punitive practices on minoritized students.[56]

Community School Model

Encompass is designed in alignment with the four pillars of a Community School Model: integrated student support, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. Our academic models support these first two pillars. We have begun exploratory conversations with several organizations that provide wraparound support within our proposed community (McGruder Center, Dream Streets, Preston Taylor Ministries, Royal Table Inc.). In partnership with these organizations, we will provide referrals and support that meet the needs of our broader community. Community schools that emphasize a whole-child development approach have been proven to increase attendance, academic achievement, and social-emotional domains. As outlined in **Section 1.9**, **1.10**, and **2.4** our model is deeply committed to collaborative leadership practices.

Our approach differs significantly from the design of elementary and middle schools in the Whites Creek and Pearl Cohn Clusters. According to the Tennessee Department of Education, only a few districts or schools are piloting a mastery and student-centered approach to learning. [57] Of the public schools implementing this innovative approach, none are located in Davidson County. There are several private school options that use a personalized learning approach, but with a sticker price of more than $18,000 per year, these are not accessible to the vast majority of families. Furthermore, no schools - neither traditional public, public charter, or private - provide the combined mastery-based, whole child, community school model proposed by Encompass.

[55] Pollack, C., Lawson, J.L., Raczek, A.E., Dearing, E., Walsh, M.E., Kaufman, G., & Leigh, Y.R. (2023). Long-term effects of integrated student support: the relation of an elementary school intervention with postsecondary enrollment and completion. Applied Developmental Science.
[56] Vincent, C. G., Inglish, J., Girvan, E. J., Sprague, J. R., & McCabe, T. M. (2016). School-Wide Positive and Restorative Discipline (SWPRD): Integrating School-Wide Positive Interventions and Supports and Restorative Discipline. R. J. Skiba, K. Mediratta., & M. K. Rausch (Eds.), Inequality in School Discipline, 115–134. New York, NY. Springer Nature.
[57] Tennessee Department of Education. (2018). Competency-Based Education Pilot. https://www.tn.gov/content/dam/tn/education/ccte/CBE_Pilot_Recap.pdf

g. Complete the provided templates Table 1: Enrollment Summary and Table 2: Anticipated Demographics.

Table 22: Student Growth Over Years of Operation

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	**Full Capacity**
School Year	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	
K	42	52	52	52	52	52	52	52	52	52	52
1	21	52	52	52	52	52	52	52	52	52	52
2	21	26	52	52	52	52	52	52	52	52	52
3	21	26	26	52	52	52	52	52	52	52	52
4		26	26	26	52	52	52	52	52	52	52
5			26	26	26	52	52	52	52	52	52
6				26	26	26	52	52	52	52	52
7					26	26	26	52	52	52	52
8						26	26	26	52	52	52
9											
10											
11											
12											
Total	105	182	234	286	338	390	416	442	468	468	468

Reviewers will note that the class sizes outlined exceed maximum class size requirements for K-3 by 1 student. However, Encompass will be applying for a waiver (per T.C.A § 49-1-201(d)) under SBE Rule 0520-01-02-.31 for a 4 student variance.

We realize that from year to year, we will experience some attrition. This is important information to capture for a variety of reasons: budget planning, program and hiring, and school efficacy. We address this reality in various ways not captured in this simple table:

1. For budgeting purposes, reviewers will note when reviewing the Encompass budget, these numbers are slightly lower. In the spirit of fiscal conservatism, we have created a budget that accounts for enrollment variability.
2. For program and hiring purposes, we will seek to backfill seats as natural attrition occurs.
3. Finally, as part of our ongoing accountability and goals tracking, the team will monitor attrition each year to identify and address any potential flags.

Table 23: Anticipated Demographics

	Whites Creek & Pearl Cohn Clusters [58]	**Encompass Community School**
% of Economically Disadvantaged Students	61%	75%
% of Students with Disabilities	18%	18%
% of English Learners	13%	13%

[58] MNPS Open Portal, https://www.mnps.org/about/communications/opendata. Retrieved (12/31/2023)

1.3 Academic Focus and Plan

a. Describe the academic focus of the proposed school.
b. Outline the academic plan of the proposed school. Include specific academic benchmarks.
c. Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.

Academic Model and Mission

At Encompass Community School, our mission is to leverage a mastery-based, student-centric approach to ensure all students thrive academically and personally. Our vision is that all students will receive an educational experience tailored to their strengths and growth areas. Students will thrive academically, socially, and emotionally in an inclusive-by-design school that fosters academic and personal growth while reducing barriers experienced in traditional schools. Our academic model is explicitly aligned with this mission and vision.

A core challenge of the traditional factory model of school design is its "one size fits all/most" approach to teaching and learning. This linear, age-based approach ignores decades of compelling research in learning science, as well as sobering data that belies its shortcomings. In these models, too many children aren't meeting their full academic and social potential. **For example, in 2019, our Nation's Report Card revealed only 34% of students performed at or above grade level in reading.** [59]

Encompass was designed as an alternative to traditional school design and with equitable outcomes at its core. The National Equity Project defines equity as all children receiving "what they need to develop to their full academic and social potential." [60] As illustrated in the graphic below, our academic plan is designed in pursuit of this lofty ideal and rooted in two core educational philosophies: **Mastery-Based Learning** and **Whole-Child Development, Learning and Thriving.** These foci are aligned to our mission and vision, rooted in empirical educational philosophy, child development research, and Tennessee Academic Standards.

1. Mastery-Based Learning (MBL)
   MBL is an inclusive by-design approach that has the potential to close opportunity gaps across student subgroups. [61] Most schools take a **time-based approach** to

[59] The Nation's Report Card, 2019 Reading State Snapshot, https://nces.ed.gov/nationsreportcard/subject/publications/stt2019/pdf/2020014NP4.pdf
[60] The National Equity Project, https://www.nationalequityproject.org/education-equity-definition
[61] *Mastery-based Learning in Washington State, https://files.eric.ed.gov/fulltext/ED610100.pdf; Guskey, T.R. (2007): Closing Achievement Gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery." Journal of Advanced Academics, (19)*1, 8-31.

instruction: meaning they teach a set of predetermined grade-level skills on a predetermined schedule for a predetermined amount of time. Some kids acquire those skills, while others don't. Regardless, teachers move on to teaching new content. This creates tremendous variability in what kids actually learn, or “master”.

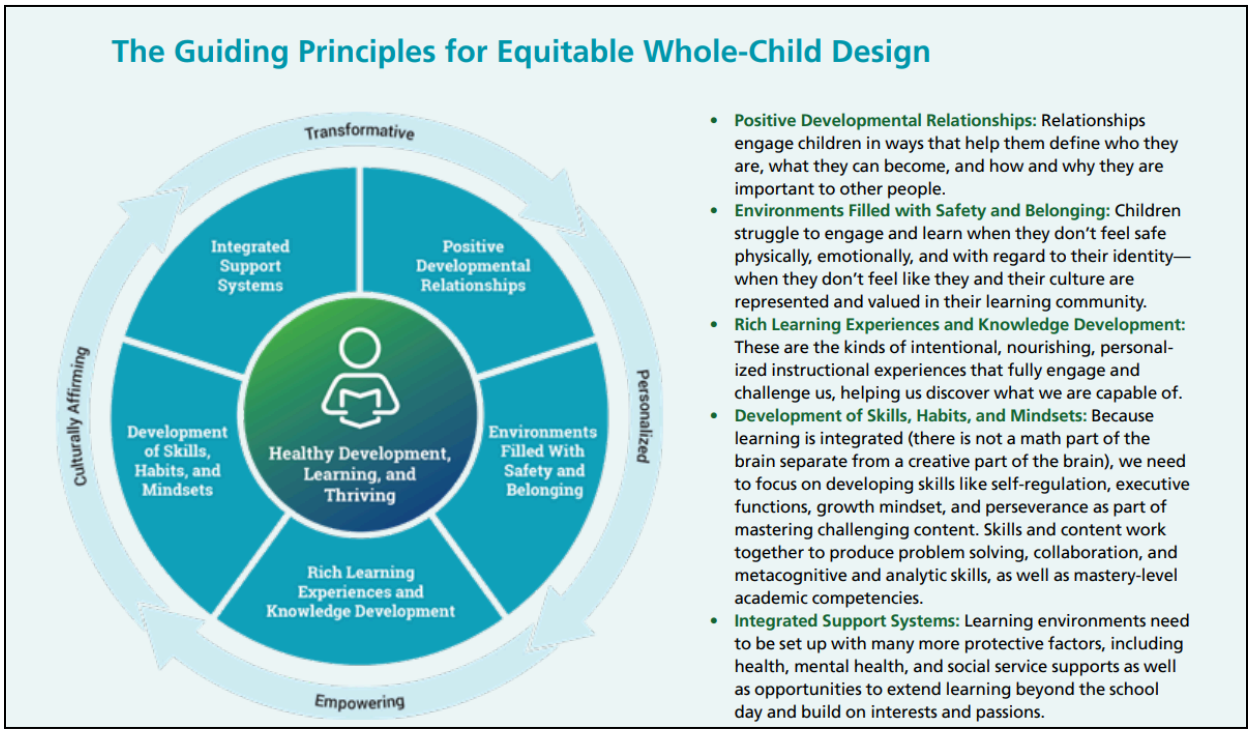
MBL takes a different approach. In a mastery-based learning environment, teachers focus on ensuring students have a solid grasp of a skill before moving on to new concepts. Instead of using a predetermined set of skills on a predetermined schedule for a predetermined amount of time, MBL schools leverage sophisticated progress monitoring and flexible groupings to ensure that all kids get what they need, for as long as they need it, and until they learn (or master) it. In traditional models, time is held constant, resulting in significant variability in what students learn. In a MBL, time is allowed to vary, ensuring all students reach proficiency because mastery is the end goal.

Traditional time-based instructional practices ignore the existence of learner variability. When schools take a one-size-fits-all, time-based approach, many students don’t master foundational skills in their early academic careers - and this has a snowball effect, as illustrated in **Tables 5-12** in **Section 1.2**. As students progress through our public school system, proficiency rates decline.[62] We see this trend clearly in national assessments. According to the National Assessment of Educational Progress (NAEP), there are fewer 12th graders performing at grade level than there are 8th graders performing at grade level. And there are fewer 8th graders performing at grade level than there are 4th graders performing at grade level.[63] In 2019, only 34% of students performed at or above grade level. [64] MBL, which deeply aligns to federal and state RTI frameworks, creates a more robust and responsive educational program, ensuring academic acceleration for all students.

2. Whole-Child Development, Learning and Thriving (WCD)
   “Whole-Child Development” has become somewhat of a buzzword in the education space. However, many schools that espouse its virtues are not designed to uphold its tenets.[65] True WCD is a dynamic systems approach to human learning and development. **Figure 13** outlines the guiding principles of WCD.

[62] Berens, K, Blind spot: Why Students Fail and the Science That Can Save Them
[63] The Nation's Report Card, National Center for Education Statistics (.gov) https://nces.ed.gov/nationsreportcard/subject/publications/stt2019/pdf/2020014NP4. pdf
[64] The Nation's Report Card, National Center for Education Statistics (.gov) https://nces.ed.gov/nationsreportcard/subject/publications/stt2019/pdf/2020014NP4.pdf
[65] Cantor, P., Lerner, R. M., Pittman, K.J., Chase, P.A. & Gomperts, N. (2021). Whole-Child Development, Learning and Thriving. *Cambridge Elements Child Development.*

Figure 13: Guiding Principles for Equitable Whole-Child Design [66]



As the visual demonstrates, WCD is a complex theoretical framework. However, as it relates to Encompass's model, there are two critical conceptual underpinnings to highlight:

- <u>Children learn and develop through an interaction between themselves and their context.</u>
  As a systems approach, WCD recognizes that no one learns in isolation. A theoretically "perfect" instructional program will be unsuccessful in supporting all learners if it neglects to consider students' personal contexts. Home environments, racism, trauma, prior learning experiences, etc. all have an impact on how and how successfully a human learns. This section of the application focuses primarily on Encompass's academic plan. But it bears noting that, from a WCD perspective, a strong academic plan alone is insufficient to ensure success for all students. **Section 1.10** will speak more about how our wraparound, intervention, and community engagement strategies fully live this virtue of a WCD approach.

[66] Design Principles for Schools: Putin the Science of Learning and Development Into Action. (June 2021), https://turnaround.ams3.digitaloceanspaces.com/wp-content/uploads/2021/07/23124616/SoLD_Design_Principles_REPORT.pdf

- Variation is the norm of learning.
  Perhaps more central to the academic plan, WCD research shows that learning is not linear, but rather "jagged." Learning happens at different paces and in different orders for different humans. Put differently "there is no such thing as an average child; an average of anything rarely represents any attribute of the individuals being measured.[67]" As a result, WCD schools recognize that "all young people at all ages in all settings have learning gifts and needs that should be documented, discussed, and seen by the systems they interact with as a part of their **individualized developmental path**." Critical here is the individualized developmental path. WCD schools ensure that individual students are seen and understood and that their academic supports are individualized to their needs. There is no "average" path. There are only individualized paths.

Educational Philosophy

As outlined above, Encompass's educational philosophy draws heavily from the research of Tom Gilbert, Kent Johnson, Ogden Lindsley, Siegfried Englemann, Susan Markle, and Phillip Tiemann as it relates to Mastery-Based Learning. In addition, we were deeply influenced by Pamela Cantor, David Osher, Juliette Berg, Lily Steyer, and Todd Rose and their work around Whole-Child Development, Learning and Thriving. Taken together, they've inspired a school model whose ... "aim is a context for development that is transformative, personalized, empowering, and culturally affirming for each student."[68] At Encompass, teachers see students as endlessly variable AND ceaselessly capable. We believe it is our role as educators to see and empower each student for their individual gifts and support them in their areas of need. We believe that mastery - particularly of increasingly complex content - occurs when teachers meet students at their proximal zone of development. We recognize the impact that trauma and adversity can have on learning, but instead of seeing that as a static impediment to learning, we create a school model that supports the whole child on their path to achievement.

Instructional Methods: MMGI

Tennessee Academic Standards are the foundation of Encompass's academic plan and guide all instructional design and assessment. In pursuit of those standards, Encompass's core instructional program comes from Morningside Academy, a mastery-based learning school located in Seattle, WA. Morningside Academy began as a laboratory school founded by Dr.

[67] Rose, T. (2016). The End of Average: How We Succeed in a World That Values Sameness. HarperOne.
[68] Cantor, P. (2021). All Children Thriving: A New Purpose for Education.https://www.aft.org/ae/fall2021/cantor

Kent Johnson, a renowned researcher, in the 1980s. Dr. Johnson leveraged his expertise in applied behavioral science to develop a mastery-based school model that was committed to catching kids up and helping them get ahead. His instructional program became known as the **Morningside Model of Generative Instruction (MMGI)**.

Generative Instruction aims to ensure that students learn how to "...figure out how to do things we've never done before, draw new conclusions, infer new knowledge, [and] have insights..."[69] Put differently: the goal is student independence and higher-order thinking. While most schools aspire to these same end goals, MMGI leverages behavioral science and the science of learning to ensure that students' experiences actually yield these critical outcomes.

Over the last 40 years, Morningside Academy has partnered with over 144 institutions, including schools, learning centers, hospitals, and other agencies, to disseminate their instructional model. On average, students enrolled at Morningside grow an average of 2.50 years in reading, 4 grade levels in language arts, and 3 grade levels in math.[70] Their wide range of partnerships highlights the adaptability of their model to any institution or demographic group. Encompass is thrilled to have the support and established partnership with Morningside Academy in executing its instructional design. More details on our partnership can be found in **Section 2.5 Professional Development** and in **Attachment G Letters of Support.**

Instructional Methods: Mathetics & Generative Instruction

MMGI is a complex, holistic instructional method. However, at the simplest level, MMGI leverages a series of "**instructional episodes**," informed by behavior science and the science of learning, that purposefully scaffold learning from component (foundational) skills to composite (complex) skills, while at the same time increasing student independence and inquiry over time. The goal is to support students in reaching fluency and accuracy in foundational skills before engaging in more inquiry-based learning. This series of instructional episodes is the cornerstone of MMGI and is known as **Mathetics**. Mathetics was designed by behaviorist Dr. Tom Gilbert and is the basis of many other instructional models, perhaps most notably: Direct Instruction, created by Siegfried Engelmann. This creates an environment where learners have a base level of previously mastered skills that they can apply to more rigorous scenarios and real-world contexts. As students progress from foundational skills to more rigorous scenarios, the level of teacher-directed instruction

[69] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.
[70] Results from an 11 year study analyzing Morningisde Academy's achievement gains. https://www.aubreydaniels.com/media-center/organizational-solutions/articles/morningside-academy-building-foundations-for-student

declines in kind, ensuring that students are building both knowledge and skills, alongside independence and metacognition. This instructional design is known as **Generative Instruction.** Generative Instruction is the process in which students engage in an instructional sequence using skills, knowledge and facts, allowing students to engage with more complex academic content, *without* direct instruction.

Three phases make up a Mathetics instructional episode: (1) instruction, (2) practice, and (3) application. Generative Instruction can be thought of as *backwards* Mathetics, further illustrated in **Table 24**.

Table 24: Instructional Design: Sequencing

Instruction	Generative Responding
Mathetics	Delayed Prompting
Demonstrate Guide Test	Test Guide Demonstrate

While many of its component parts will seem familiar and logical, it is their collective impact that leads to transformative learning experiences for students. Those phases are outlined in more detail in **Table 25.**

Table 25: Phases of Mathetics & Generative Instruction

Mathetics		**Generative Instruction**
Phase 1: Instruction	**Phase 2: Practice**	**Phase 3: Application**
Explicit and direct instruction on new skills and concepts to ensure mastery of all skills across all students.	Evidence-based **fluency practice** is executed in two forms to ensure *all* students are successful, and when they aren't, we adjust immediately.	Students apply learned skills outside of the classroom, in other subjects and in the real world, ensuring they **maintain skills** in contexts that are **beyond the classroom**.
1. Demonstrate: Teacher demonstrates the skill 1-3 times. **2. Guide** Students and teacher complete tasks together. ➜ If students make a few errors, teacher continues to present more *Guide* tasks ➜ If students make several errors, teacher returns to *Demonstrate* 1-2 more times, then returns to *Guide* tasks **3. Test** Students engage with **new** stimuli before they are released for phase 2, practice.	**1. Boardwork** Students respond to quick (10-30 responses per minute), standards-aligned prompts ranging from. Teachers analyze student responses in the moment and determine if more instruction is needed before being released to practice. **2. Precision Teaching** Students practice focus skills in a short (15 minutes) time window and track the frequency of their success. If successful, students move on to phase 3. If unsuccessful, teachers cycle back to provide additional support.	**1. Simple Generative Responding** Students directly apply previous skills learned to a new context (ex: column addition & subtraction skills used while grocery shopping). **2. Complex Generative Responding** Students engage in new re-combinations and blends of skills that were previously learned in a new context (ex: Sounding out new words by blending combinations of previously learned sounds).

In some ways, this might seem like what we imagine most “regular” classrooms look like. However, it is much more robust and responsive when you look closer.

First, unlike traditional pedagogy, an instructional episode is not linear. Instead, teachers are **responsive to students *in the moment***. You’ll note that each phase contains opportunities for teachers to assess student understanding or misunderstanding. If students are struggling, teachers go back a step and continue this cycle to ensure that all students achieve mastery before moving on to more rigorous application and/or content.

Second, within the cycle itself, you’ll notice that the content **progresses from more basic to more complex content and applications**, ensuring mastery along the way. This is true of holistic curriculum as well. Teachers spend the time it takes to ensure all students master foundational material rather than speeding along based on time alone. As a result, students are more readily able to tackle complex tasks.

Perhaps one of the most misunderstood elements of this cycle is its reliance on **multi-age, homogenous student groupings** for instruction in component (foundational) skills. Multi-age student groupings conjure different meanings across different educational spaces. Encompass implements multi-age groupings following the research of MMGI and Hu et. al (2016)[71]. Namely:

1. Students are placed in groups based on their skill level, readiness, and abilities within each subject area;
2. The main purpose is to create a homogenous learning environment so that teachers can provide instruction better matched to students’ needs;
3. Such placements are not permanent and do not lead to restrictions of students’ graduation, destination or career paths.

This type of multi-age flexible student grouping has a wealth of evidence to suggest its positive impact on student learning. Kulik (2004)[72] conducted a meta-analysis of 43 research studies comparing achievement results for students grouped based on their areas of growth and those based on their age. They found that the main indicator of student readiness is student *mastery of previous foundational skills*. Put differently - as is true in MMGI - when students were first able to master foundational skills, they were better equipped to tackle

[71] What one Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students’ Academic Achievement: Findings of Two Second-Order Meta Analyses (2016). *Review of Educational Research December 2016, Vol. 86, No. 4, pp. 849–899.*

[72] Kulik J. A. (2004). Meta-analytic studies of acceleration. In Colangelo N., Assouline S. G., Gross M. U. M. (Eds.), *A nation deceived: How schools hold back America’s brightest students* (Vol. 2, pp.13–22). Iowa City, IA: Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development.

more complex tasks. In a traditional classroom, students are grouped by age and teachers are encouraged to “differentiate” whole-group instruction or to engage in Response to Intervention or other Multi-Tiered Support Systems (all of which are, notably, dependent on homogenous student groupings) outside of core instructional time. The MMGI Mathetics approach flips the script - ensuring that all students are in the appropriate tiered groups for *core instruction*. As a result, when they’re exposed to more complex content, they’re ready to excel.

It is important to differentiate multi-age flexible student groupings from tracking, or any other static grouping methods. Tracking, a practice popularized in the 1960s as a method for continued segregation between White and Black or African American students, grouped students on questionable sorting criteria and did not allow for students to move between groups once content was mastered. This is the antithesis of multi-age flexible student groupings. Tracking is ineffective and rife with bias.

At Encompass, multi-age flexible student groupings will occur within grade bands to ensure appropriate interaction between social-emotional developmental levels:

Band 1	**Band 2**	**Band 3**
K-2	3-5	6-8

As with all components of Encompass, multi-age flexible student groupings are designed to promote equitable academic experiences by every student receiving the exact instruction they need when needed. Importantly, that means that groupings are **dynamic and data-based.** In **Section 1.5 Assessments**, you’ll find a more in-depth explanation of the frequent data cycles teachers and leaders implement to ensure that students are consistently in the most effective groupings. To ensure students are able to transition between groups without any disruptions to their schedule, both within classrooms and across classrooms, our daily schedule and staffing model is designed to support our use of flexible student groupings, as shown in **Attachment C** and further explained in **Section 2.4.**

Instructional Methods: Instructional Strategies

In executing Mathetics, teachers leverage a wide range of evidence-based instructional strategies. A set of core instructional practices is outlined in **Table 26.**

Table 26: Instructional Strategies

Method	Description
Direct Instruction	An evidence-based instructional method to teach new content and skills through a systemic sequence of intentional instructional design and high rates of opportunities for responding and immediate feedback.
Delayed Test[73]	The presentation of a skill mastered the previous day or in the past, to ensure students are maintaining proficiency within objectives taught.
Learning Channels	Varying the sensory contact (see, hear, think, touch) with instruction for students to practice and vary the modality of delivery. Examples: see math facts/say answer, see math facts/write answer. Teachers will vary learning channels to ensure full mastery of a skill.
Real-Life Application, Guided Inquiry and Hands-on Learning	Students will engage with real-life application of content learned and have frequent opportunities to apply concepts to problem-solving scenarios. Real-life application is also embedded in our core instructional sequence, Mathetics. Encompass prioritizes fluency in foundational skills to ensure students can access rigorous real-life application and inquiry-based tasks.
Talk Aloud Problem Solving (TAPS)[74]	An evidence-based approach to teaching problem-solving skills that teaches students how to be an Active Listener and a Problem-Solver. This procedure includes “talk aloud” to allow for feedback and reinforcement of *critical thinking skills.* This approach can be applied across all problem-solving scenarios.
Concept Analysis[75]	An instructional planning strategy used by teachers to increase students’ ability to discriminate between non-examples and examples of a concept. This strategy addresses overgeneralization, undergeneralization, student understanding,

[73] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

[74] Robbins, J.K. (2011). The Behavior Analyst Today, 12(1). *Problem Solving, Reasoning and Analytical Thinking in a Classroom Environment.*

[75] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

	and misconceptions.
Peer Coaching[76]	Groups of 2-3 students, practicing skills and giving groupmates feedback. One student acts as the “performer,” and the other as the “coach.” Peer coaching is a form of cooperative learning.

As students progress into middle school at Encompass, there is an increasing focus on more complex writing and problem-solving skills. Working towards these skills is a lifelong pursuit and begins in elementary grades. However, in alignment with MBL, Encompass prioritizes teaching foundational skills to proficiency in elementary school so that students can successfully engage in more rigorous project-based learning and guided inquiry in middle grades.

As a result, there are some additional instructional methods that become more frequent in the middle school grades. These are outlined in **Table 27.**

Table 27: Middle School Instructional Methods

Middle School Instructional Methods	
Method	**Description**
Fluent Thinking Skills[77]	A strategy to teach active reading, strong comprehension, study skills, active reading, predicting information across all content areas. Students are taught how to generate questions and make predictions before reading. This procedure helps create proficient note-taking skills and is generalized across all content areas with passages and other informational texts.
Talk Aloud Problem Solving (TAPS)[78]	An evidence-based approach to teaching problem-solving skills that teaches students how to be an Active Listener and a Problem-Solver. This procedure includes “talk aloud” to allow for feedback, and reinforcement on *critical thinking skills.* This approach can be applied across all problem-solving scenarios.s.
Project-Based Learning[79]	Aligned with research, Encompass will utilize PBL[80] ● flexible designs to increase opportunities for different

[76] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.
[77] Robbins, J. K., Layng, T. V. J., & Jackson, P. (1995). Fluent thinking skills. Seattle, WA: Robbins/Layng & Associates.
[78] Robbins, J.K. (2011). The Behavior Analyst Today, 12(1). *Problem Solving, Reasoning and Analytical Thinking in a Classroom Environment.*
[79] Johnson, K., & Street, E. M. (2013). *Response to intervention and precision teaching: Creating synergy in the classroom.* Guilford Press.
[80] Boss, S. & Krauss, J. (2018). Reinventing Project-Based Learning. International Society for Technology in Education.

	learning paths ● generative, providing opportunities for students to develop new meaning ● include student interest through real-life experiences ● are realistic and span across multiple content areas
Jigsaw II[81]	Jigsaw II is a cooperative learning strategy that groups students together to learn and master academic content, a project or a discussion.

Instructional Methods: Benchmarks

The use of benchmarks is a critical component of Encompass's academic plan. Benchmarks are used to assess progress toward Tennessee State Academic Standards. Encompass uses a robust data collection system to analyze daily, weekly, monthly, quarterly, and yearly progress across all students, as further explained in **Section 1.5 Assessments**. We use benchmarks to determine the overall effectiveness of curriculum and instructional practices and to inform necessary adjustments. We describe our benchmarks in more detail and their alignment to our Academic Goals in **Section 1.4**.

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

Research Base

Undergirding the design of Encompass's academic model is a relatively simple belief: humans learn at varied paces. A learner's capacity cannot be determined solely by their age or their time spent in a given seat.[82] By virtue of this belief and an aligned design, Encompass provides equitable opportunities for success to all students.

Encompass's academic model is not a mere theory. It is a product of rigorous research in the educational and behavioral sciences. These are not simply *best practices.* They are evidence-based, supported by quantitative studies, implemented and replicated to determine the efficacy, published in a peer-reviewed journal, results of existing schools using MMGI or based on a meta-analysis of existing research. The lead applicant had the opportunity to implement the proposed model in a small-scale pilot program **(Attachment R)** to provide further evidence to the robust body of research illustrating the efficacy of the

[81] Slavin, R. E. (1980). Cooperative learning in teams: State of the art. *Educational Psychologist, 15*(2), 93–111. https://doi.org/10.1080/00461528009529219

[82] Cantor, P., Lerner, R. M., Pittman, K.J., Chase, P.A. & Gomperts, N. (2021). Whole-Child Development, Learning and Thriving. *Cambridge Elements Child Development.*

components of MMGI. Furthermore, all five elements of the MMGI are empirically validated and implemented in schools that mirror the demographics of our proposed location. We further detail the results of several studies below that are statistically significant and reinforce Encompass's academic model's ability to lead to meaningful and significant improvements for all students.

Seattle Public Schools[83]

Data Set #1

In a replication with 176 Seattle Public School students, Morningside's academic programming was implemented for at-risk fifth-grade students. Students received instruction in two of three foundational Morningside programming (reading, writing, and/or mathematics) during this program. This program was implemented across 5 weeks with 141 students.

By the end of the 5 weeks:

- **80%** (141 students) grew at least 8 months in grade equivalent scores within at least one skill area.
- **62%** (110 students) grew 8 months in their greatest skill deficit area

Data Set #2

In addition to impressive academic gains from summer programming, Morningside partnered with three Seattle Public Schools, Thurgood Marshall, Emerson, and Highland Park, in **reading programming.** Across the three schools using the Morningside programming, 76%, 64%, and 81% of their students qualified for free or reduced lunch, compared to the 44% average of Seattle Public Schools. At the time, only 8 other schools within the district had 75% or more of students qualifying for free or reduced lunch. The average reading gain across those 8 schools was 7%. Following implementation of Morningisde's academic model in reading in three of those schools, reading gains tripled to 22% after a year and a half of implementation.

Figure 6, Figure 7, and **Figure 8** illustrate results across all three participating schools. These three figures illustrate the percentage of students who met or exceeded standards. Each graph illustrates four bars within each year of data.

- The first bar illustrates the percentage of students who passed the reading test within the school Reading)
    - Across all three figures, data displayed in 1999 illustrate reading scores before Morningside implementation, and in 2000, implementation was a partial year.

[83] Johnson & Street (2012). From the Laboratory to the Field and Back Again: Morningside Academy's 32 years of improving Students' Academic Performance. *The Behavior Analyst Today. 13(1),* 20-40.

- The second bar illustrates the percentage of students who passed the math test (Math Control). This data is a quasi-experimental control, as Morningside **did not** implement math programming.
- The third bar illustrates the percentage of students who passed the reading test across the Seattle School District.
- The fourth bar illustrates the percentage of students who passed the reading test across Washington State

Figure 6: Emerson Elementary Reading Achievement Data

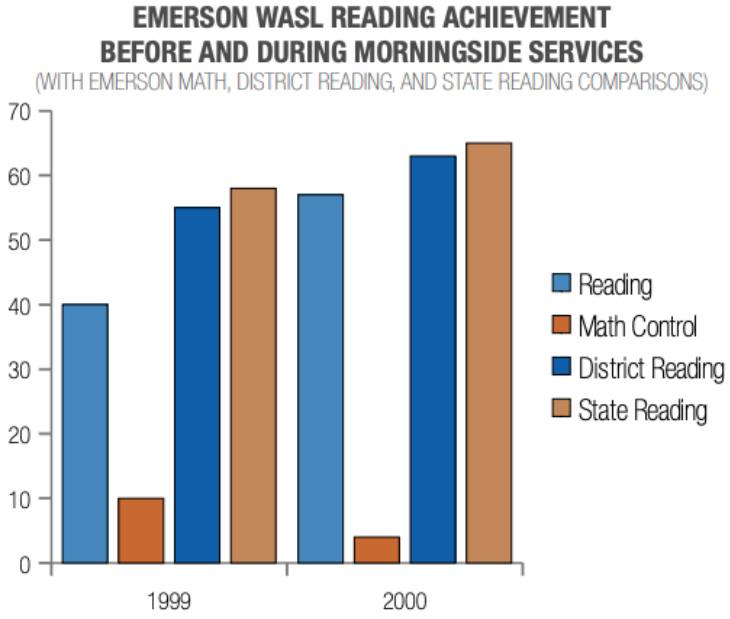


Figure 7: Highland Park Elementary Reading Achievement Data

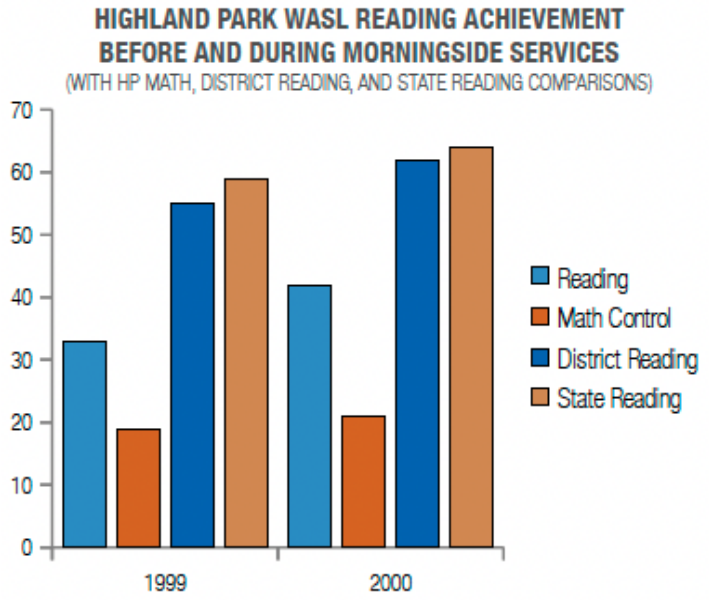
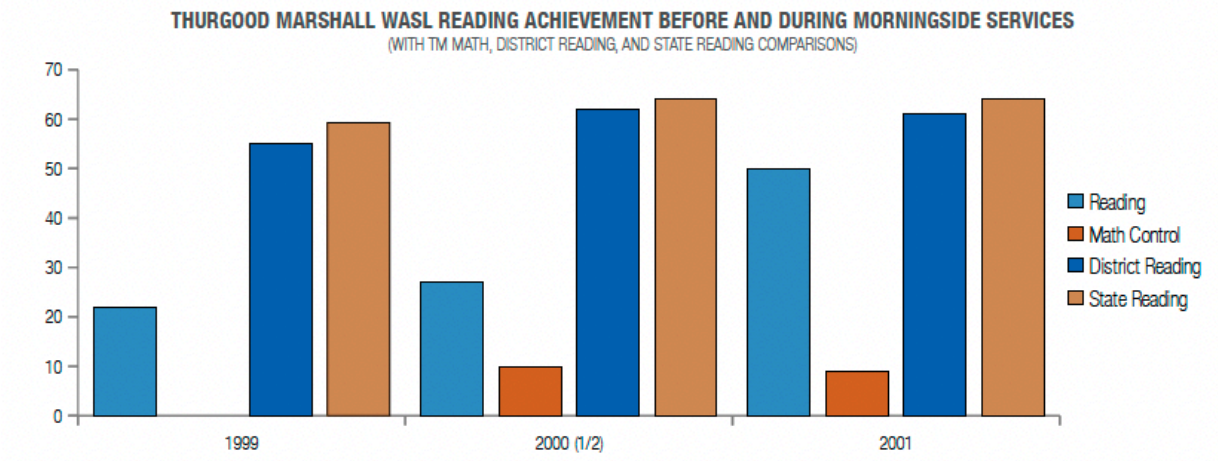


Figure 8: Thurgood Marshall Reading Achievement Data



Chicago Public Schools[84]

The data in **Figure 14** below illustrates the percentage of students at or above the 50th percentile in reading comprehension. The first bar of data, represented by blue, displays the mean average of students at or above the 50th percentile for 7 years before implementing Morningside's reading programs.

[84] Johnson & Street (2012). From the Laboratory to the Field and Back Again: Morningside Academy's 32 years of improving Students' Academic Performance. *The Behavior Analyst Today. 13(1),* 20-40.

The following two data bars, orange and gray, display the same data and the results of implementing Morningside's reading program. By the end of the second year of implementation, students performed significantly better under Morningside's model.

Figure 14: Reading Comprehension average for 17 Chicago Public Schools

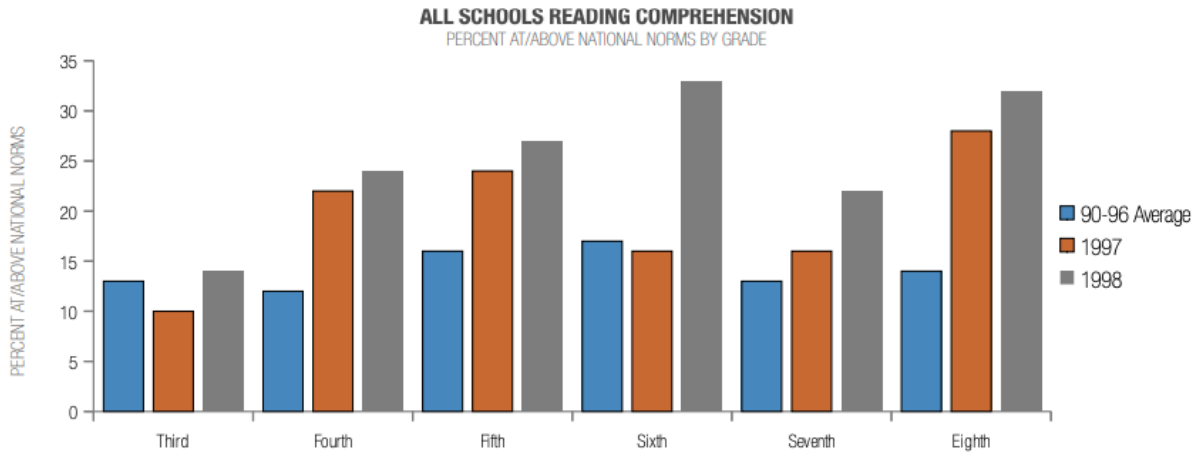


Table 1 displays the academic gains measured by the Iowa Test of Basic Skills (ITBS), a norm-referenced assessment. The first column illustrates the growth each year in months students gained before receiving Morningside's academic programming. The second column illustrates the growth made on average after researching Morningside's programming. These data illustrate a significant acceleration of student growth; in some cases, academic growth almost doubled after one year.

Table 1: Gains in grade equivalent reading scores for students in three Chicago Public Schools

	Historic gains for each 10 months of reading instruction	Gains with Morningside for each 10 months of reading instruction
Hearst Elementary School	8 months of growth	12 months of growth
McKay Elementary School	8 months of growth	15 months of growth
Herzel Elementary School	8 months of growth	20 months of growth

Riverside Indian School[85]

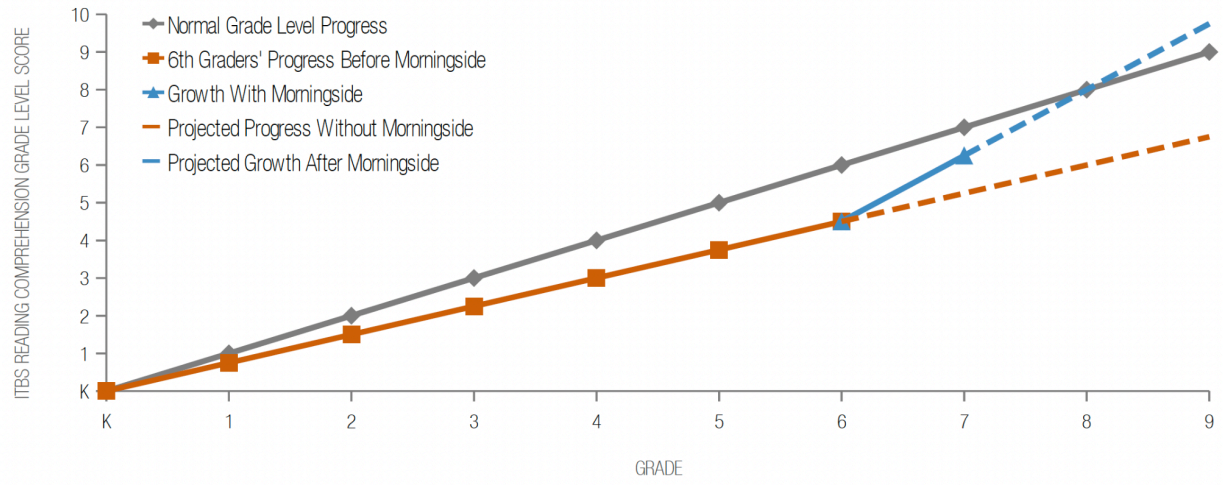
In February 2010, Morningside partnered with Riverside Indian School in Oklahoma for a partial year of implementation support of the model. The results in **Table 27** indicate the profound grade-level growth students experienced in just 3.50 months.

Table 28: Results after 3.50 months of Morningside implementation (Riverside Indian School)

Grade Level	Pretest Grade Equivalent	Posttest Grade Equivalent	Difference	Pretest Percentile	Posttest Percentile	Difference
5	2.85	4.40	1.55	8.50	30.00	21.50
6	4.77	5.88	1.11	26.50	38.40	11.90
7	6.36	7.01	.65	37.71	40.71	3.00
8	6.95	7.86	.91	35.28	40.72	5.44
All Grades	6.21	7.10	.89	33.43	39.89	6.46

Figure 15 illustrates student reading comprehension improved performance trajectory for 6th grade students compared to the historical trends and to expected annual growth each year.

Figure 15: 2009-2010 results- Improved performance trajectory of reading comprehension measured by ITBS



[85] Johnson & Street (2012). From the Laboratory to the Field and Back Again: Morningside Academy's 32 years of improving Students' Academic Performance. *The Behavior Analyst Today*. *13(1),* 20-40.

Prospect Academy[86]

Prospect Academy, a 5-8 charter school in Arvada, CO, utilizes Morningside's academic model. Prospect Academy opened in 2022, and by the end of their first year, students achieved significant growth, providing further evidence of the impact of the proposed model. The results are detailed below in **Table 29..**

Table 29: 2022-2023 SY Academic Gains- As measured by Woodcock-Johnson Achievement IV

Content Area	Student Results
Reading	• Students grew **1.58-2.40 grade levels** on Reading skills as measured by the Woodcock-Johnson IV Achievement tests • **67% of students** who completed a full year at Prospect Academy **grew at least 1.50-grade levels or more in at least one area of reading**
Math	• Students grew **1.04-1.67 grade levels** in math calculation and math fluency • **54% of students** who completed a full year at Prospect Academy **grew at least 1.50 grade levels more in at least 1 area of math.**
Writing	• Students improved their writing skills (sentence writing and spelling) by an average of **2.85-4.19 grade levels.** • **62.5% of students** who completed a full year at Prospect Academy grew at least **1.50 grade levels** in 1 area of writing.

Instructional Design Components & Student Outcomes

The above life-changing student outcomes illustrate the efficacy of Encompass's proposed academic model. Below, we provide further empirically validated peer-reviewed research and case studies regarding the effectiveness of the components of MMGI.

Direct Instruction & Mathetics

Direct Instruction is argued to be the most effective form of instruction when teaching new and foundational skills with a robust research base for its efficacy across diverse student demographics. One key element for effective Direct Instruction is the use of flexible student

[86] Academic Results provided by Prospect Academy's Executive Director, Mia Coffing. Retrieved 5/1/2024.

groupings. In fact, the use of Direct Instruction without flexible student groupings, or vice versa, will likely decrease the overall effectiveness of instruction.

The results of over 200 studies summarized below illustrate how Direct Instruction can "dramatically reduce, if not conquer, our nation's crisis of low achievement. These data show that all children, no matter what their economic, social, or ethnic background, can do well in school, with high levels of academic achievement and strong confidence in their abilities." [87] **Table 30** outlines the definitions and guidance for analyzing research that uses *effect size.* This table should then be used to analyze **Table 31.**

Table 30: Definitions of Research Terms and Value Guidance[88]

Term	Definition
Effect Size	a standardized measure of the difference between two groups. This measurement allows us to compare results across all research studies.
Negative Effect Size	students who had the intervention did worse than others
Positive effect	Students who had the intervention did better than those that didn't
Zero Effect Size	change over time was the same for two groups
0.0-0.18	Small positive effect size
0.19-0.27	Medium positive effect size
0.28-0.49	Large positive effect size
>0.50	Very large effects

Table 31 highlights the success of Direct Instruction and multi-age flexible student groupings for demographics that are similar to our target community in Whites Creek and Pearl Cohn Clusters, as well as students with disabilities. **Table 31** also indicates the number of research studies that were analyzed. Across all three student groups, Direct Instruction has significant effects on student achievement. In fact, the mean effect size across each group of studies, with demographics that mirror that of our proposed location, are categorized as "very large effects."

[87] Stellar, A. (2021). All Students Can Succeed: A Half Century of Research on the Effectiveness of Direct Instruction. School Administrator, 78(9), 23.
[88] Stellar, A. (2021). All Students Can Succeed: A Half Century of Research on the Effectiveness of Direct Instruction. School Administrator, 78(9), 23.

Table 31: Summary of DI Studies and Effect Size by Demographic

Category	Mean Effect Size	Number of Studies
High-Proportion- Students of Color	0.58	62
Low-Income	0.63	82
Special Education	0.62	69

Precision Teaching and Fluency Building

While the life-changing academic results above include the impacts of Precision Teaching, we provide additional peer-reviewed research to illustrate the academic acceleration of student learning. Precision Teaching and fluency building have accelerated student growth and developed foundational (component skills), allowing them to easily access and develop real-life applications and conceptual understanding (composite skills).

The first study conducted by McTiernan et al. (2016)[89], uses a randomized controlled trial (RCT), which is regarded as the "gold standard" when evaluating the efficacy of a program across all disciplines. [90] An RCT design compares two groups directly; one group is the recipient of a specific program, and the other has a treatment-as-usual (TAU) control. McTiernan et al. (2015) conducted an RCT using Morningside's Mathematics Fluency: Math Facts curricula with students 9-11 years old. 71% of participants reached proficiency on all 26 objectives and the remaining 29% achieved proficiency on between 13 and 24 aims. Significant differences were found between the control group and the experimental group. Results in **Table 32** illustrate the significant difference in growth between the experimental group and the control group.

Table 32: Mean performance on fluency of skill for each group pre and post-test

	Fluency: Mean	
	Experimental Group	Control Group (Treatment-as-usual)
Pre-test	12.9	11.2
Post-test	33.1	17.4

[89] McTiernan, A., Holloway, J., Healy, O. & Hogan, M. (2016). A Randomized Controlled Trial of Morningside Math Facts Curriculum on Fluency, Stability, Endurance and Application Outcomes. Journal of Behavior Education.
[90] National Center for Education Evaluation and Regional Assistance. https://ies.ed.gov/ncee/pubs/evidence_based/randomized.asp

As mentioned and illustrated above, the impact of Encompass's instructional design spans students across all demographics. We detail another research study, highlighting the impact on students with disabilities and in intervention. This study[91] used a multiple baseline across participants design, a quantitative single-study subject design. It investigated the efficacy of Precision Teaching and sentence instruction in a charter school in an urban setting in Louisiana. Participants had diagnoses: mild intellectual disability or a specific learning disability. A multiple baseline across-participants design allows for a staggered introduction of the intervention to allow for several occurrences to replicate and ultimately verify the effects of the intervention. Results were as follows:

- All participants achieved at least 90% accuracy on the first three lessons within the first three lessons, without the need to repeat lessons.
- All participants achieved the performance criterion on timed practice trials.
- All but one participant achieved 90% accuracy across three paragraph writing lessons and the last participant achieved 90% accuracy in four paragraph writing lessons.

These are just results from two research studies published in peer-reviewed journals. More evidence for the effectiveness of Precision Teaching can be found in a recent systematic review published in a peer-reviewed journal, the Journal of Behavioral Education, in 2022. This systematic review assessed studies published in seven different peer-reviewed journals using the rigorous standards of the What Works ClearingHouse. [92]

Analytical Skill Development & Generative Instruction

Generative Instruction is central to this model and is crucial for education, as it involves students exploring real-life applications and generating new ideas without direct instruction. The foundational elements of Encompass's proposed model prioritize proficiency early on for foundational skills, allowing students more time to focus on developing problem-solving and analytical abilities. This sentiment is captured perfectly with the following quote: "Most educators would agree that teaching students to be good thinkers is important and that rote memorization, although having value, must augment not replace, the ability to problem solve on one's own." [93]

While the word choice to describe this instructional design may vary from streamlined education, the meaning and sentiment are consistent with the goals of K-12 public education.

[91] Datchuk, S.M & Kubina, R.M. (2017). A Writing Intervention to Teach Simple Sentences and Descriptive Paragraphs to Adolescents with Writing Difficulties. Education and Treatment of Children. *(40)*3.
[92] Gist, A. & Bulla, A. (2022). A Systematic Review of Frequency Building and Precision Teaching with School-Aged Children. Journal of Behavioral Education.
[93] Robbins, J. K. (2011). Problem Solving, Reasoning and Analytical Thinking in the Classroom Environment. The Behavior Analyst Today.

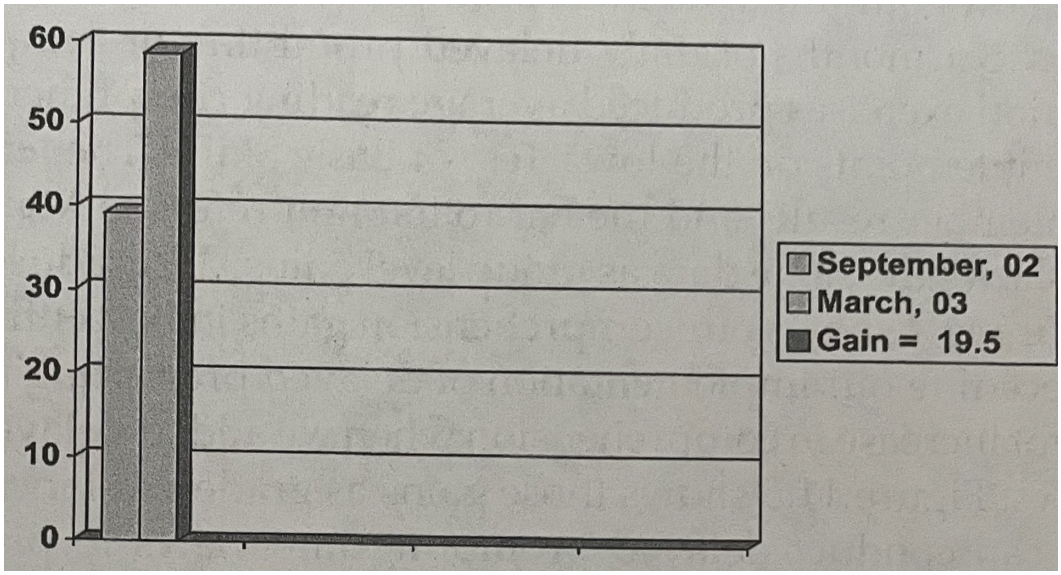
Generative Instruction aims to “arrange instruction of key component skills, facts, concepts and principles in such a way that students will engage more frequently in more complex academic behavior without direct teaching.” [94]

The data sets and research detailed above include results from generative instruction, we provide further detail of the profound impact of this instructional design on two isolated data sets.

Data Set #1[95]

Figure 16 illustrates reading comprehension gains after students received 6 months of Generative Instruction component, delayed prompting. Middle school students grew **19.50 percentile ranks**, and grew **2.60 grade-levels in 6 months** on comprehension skills.

Figure 16: Morningside Academy Middle School Reading comprehension gains as measured by ITBS (Iowa Test of Basic Skills) percentile ranks after **6 months of** comprehension instruction with **delayed prompting.**



Data Set #2[96]

Figure 17 illustrates student achievement results on concepts that students *did not* receive explicit instruction on but rather engaged in *generative responding*. The first bar represents the percent of questions answered correctly on concepts the instructor would not *directly* teach, in September. The second bar illustrates student the growth of proficiency in these

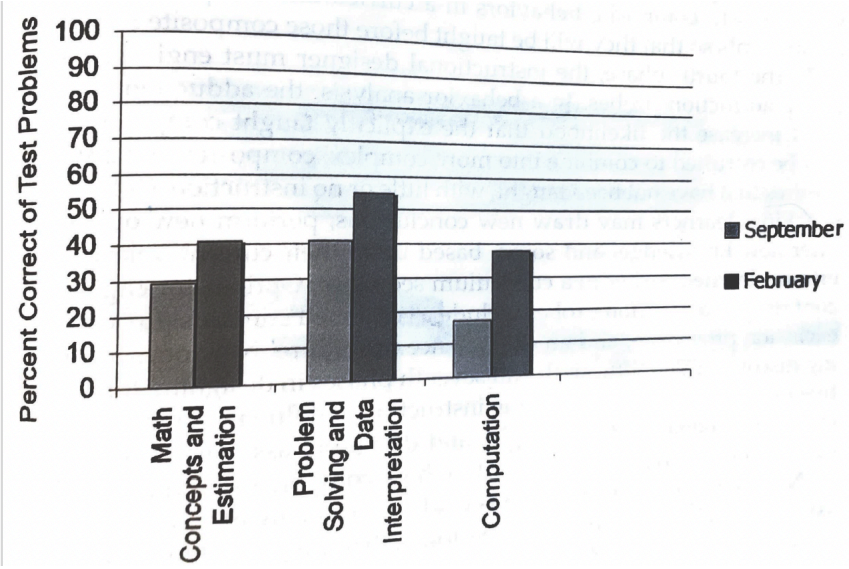
[94] Johnson, K. & Street, E. (2020). Applied Behavior Analysis of Language and Cognition: Core Concepts & Principles for Practitioners. Context Press.

[95] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

[96] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

concepts in February based on opportunities to engage in generative responding. In a short period of time, student performance via generative instruction doubled in computation and in math concepts and problem solving, 11% and 14%, respectively.

Table 17: Percentage of questions answered correctly via generative responding on complex math concepts



Mastery-Based Learning

Bloom's: The Expanded Version

Benjamin Bloom was a renowned educational psychologist who made significant contributions to the field of learning. While he is most known for the development of Bloom's Taxonomy, a pedagogical framework utilized across education spaces worldwide, he also conducted extensive research in analyzing different instructional designs as effective as 1:1 tutoring and sought to determine *how* to best achieve these results within **group instruction,** recognizing, schools cannot provide 1:1 tutoring for the entire school day. It is this researcher that is the cornerstone of Encompass's instructional model. Within this 1984 study, Bloom's research supports the claim that all students can achieve at high rates under the right conditions. [97] Bloom investigated which environment, tutoring, mastery-learning or conventional, would produce the highest student outcomes. Results were as follows: **90% of tutored students and 70% of mastery learning students attained the level of summative achievement reached by only the highest 20% of students in the traditional instruction condition.** Bloom's findings from the 1980s are consistent with student outcomes experienced nationwide today. Most students **don't achieve** a high level of learning. Bloom's

[97] Bloom, B. S. (1984). The 2 Sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Research, 13(*6), 4-16. https://doi.org.10.3102/0013189X013006004

research and findings underscore the belief that "*most* of the students do have the potential to reach this high level of learning." [98] Bloom's research and educational philosophies encouraged educators and institutions to prioritize "attainment" or "mastery" of learning and to leave behind the focus on competition and speed within learning. Developing a model that allowed for mastery meant an increase in cooperation, a decrease in competition and a true opportunity for a student's potential to be unveiled. Encompass's proposed school model exudes this sentiment through mastery-based learning and an equitable-inclusive approach to student growth and achievement. Our model uses group instruction and mastery learning to achieve **higher results** than traditional models. The execution of these empirical findings and philosophies is explained in detail in this section.

Throughout this section and the rest of our application, we use language such as "all" students and "until mastery" to convey that our academic model is ultimately about closing or eliminating the existence of opportunity gaps between groups of students. The results and data described above demonstrate the gap-closing ability of this model across several student demographics.

The research in these peer-reviewed journals and real-life implementation of this academic model is clear, life changing outcomes can occur when implementing a mastery-based approach that utilizes MMGI. These research and the demographics of student populations within these studies provide a compelling argument for the impact of Encompass in a community that has been historically underestimated, as shown in historical data detailed in **Section 1.2.**

e. Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.
f. Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?
g. Explain how the academic plan aligns with Tennessee's academic standards.

Curriculum and Rationale

As mentioned above, Encompass will implement the Morningside Model of Generative Instruction (MMGI) to teach Tennessee State Standards. As a reminder, with MMGI:

(1) Flexible student groupings are utilized and adjust frequently based on student growth;

[98] Bloom, B. S. (1984). The 2 Sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Research, 13(*6), 4-16. https://doi.org.10.3102/0013189X013006004

(2) Explicit and direct instruction is utilized for foundational skills using Mathetics (detailed further below);
(3) Precision Teaching is leveraged for fluency practice of foundational skills;
(4) Generative Instruction is implemented for real-life application and critical thinking skills; and,
(5) Curricula is focused on foundational (component) skills that derive from typical classroom real-world activities and content.

The previous subsections discussed criteria 1-4 which focus on HOW we teach. This section will expand upon criteria 5 which focuses on WHAT we teach.

Chosen Curriculum and Diverse Identities

Encompass teachers will have the latitude to adapt curricula to the needs of their classrooms. However, in alignment with our educational philosophy, all curriculum at Encompass must be:

- Aligned to Tennessee State Standards;
- Evidence- and research-based;
- Rooted in culturally responsive pedagogy; and,
- Rich in identity-affirming content.

Taken together, this ensures that our curricula is well-suited for our target student population - as it is standards-aligned, rigorous and effective. Additionally, it will honor and reflect the diverse identities of our students. We ensure this alignment and execution through the following:

- Identity Identity-affirming and representative characters, stories, and cultural values
- Opportunities to partner with local organizations and families to embed diverse and relevant experiences and perspectives
- Enrichment and exploration of student identity and history through TN State Standards and project-based learning.

Table 33 outlines Encompass's potential curricula, including a description and rationale for their selection. All potential curricula have been vetted to ensure alignment with Tennessee State Standards and allow for Encompass to carry out our mission and goals. While not all curricula are on the state approved list, under T.C.A § 49-1-201(d), Encompass will apply for a waiver for T.C.A. § 49-6-2206 to allow the Encompass Community School's Board to approve or deny curricular materials. We have denoted an asterisk (*) to indicate that the selected curriculum is on the approved Tennessee and Instructional Materials Quality Commission list.

Table 33: Curricula K-8

Core Curricula		
Subject	**Curriculum**	**Description + Rationale**
ELA & Writing	**Elementary School** Amplify Core Knowledge Language Arts (K-5)* Reading Mastery Transformations	Amplify K-5 derives from the Science of Reading and prioritizes both knowledge building and foundational skills. [99] Reading Mastery Transformations is a Direct Instruction program for Tier I, II, III and special populations, including individuals with Dyslexia. Reading Transformations covers both ELA and Writing. Additionally, it is rooted in **the science of reading.** [100] Reading Mastery sequences instruction using Mathetics.
	Middle School Amplify ELA (6-8)*	Amplify ELA provides students with a robust approach to deeply engaging with rigorous text, building from foundational knowledge. It is also aligned to Tennessee State Standards.
	Grades 2-8 Strategic Instruction Model (SIM) Writing Program [101] *The Paragraph Writing Strategy* *Edit Strategy* *Error Monitoring* *Fundamentals in Sentence Writing Strategy* *Fundamentals in Theme Writing* *Proficiency in Theme Writing: Persuasive and Argumentative Writing*	SIM Writing Strategies is an evidence-based curriculum and instructional method that explicitly teaches writing skills that gradually release students to produce high-quality multi-paragraph essays across all content areas. SIM utilizes a mastery-learning approach and follows the instructional design of Mathetics. There is a rigorous progression in sentence complexity, usage, and multi-paragraph writing across all genres.
Math	**Elementary School** Eureka Math*	Eureka Math prioritizes equity within math instruction and roots students in procedural fluency and then shifts to

[99] Amplify CKLA. https://amplify.com/programs/amplify-core-knowledge-language-arts/
[100] Reading Mastery Transformations, Science of Reading Proof Points
[101] Strategic Instruction Model, https://sim.ku.edu/sites/sim/files/documents/Resources/SIM%20Writing%20Brochure%202022.pdf

		conceptual understanding and application. Eureka math fosters the development of questioning and reasoning through a focused, rigorous, and coherent scope and sequence.
	Middle School Amplify Math Tennessee*	Amplify Math uses engaging strategies that span both procedural fluency and real-life problem-solving. Additionally, Amplify Math offers frequent opportunities for critical thinking in small groups that foster conceptual understanding and reasoning.
Social Studies	**Elementary & Middle School** Tennessee Studies Weekly (K-5)* Core Knowledge History and Geography (K-6) Core Knowledge History and Geography- World History & U.S History	Tennessee Studies Weekly incorporates engaging lessons that are fully aligned with Tennessee Social Studies and support student ELA development while building content knowledge. Core Knowledge History and Geography is a comprehensive curriculum that provides essential background knowledge for students to build understanding across diverse civilizations, cultures and concepts.
Science	**Elementary & Middle School** Amplify Science	Amplify Science creates enriching hands-on experiences embedded in literacy. Emphasizing critical thinking and exploration through scientific knowledge and skills.[102]

Our educational philosophy is rooted in a deep understanding of learning variability. We are committed to ensuring that *all* students reach their full potential. In order to achieve that aim, it's important to select intervention and supplemental curricula to students who need additional support. An overview of these evidence-based- and research-based materials are listed below in **Table 34.** These curricula will also be used for students who qualify for special education services, as they are aligned with the Every Student Succeeds Act (ESSA).

Table 34: Possible Supplemental and Intervention Materials

Supplemental, Intervention & Fluency Curricula		
Subject	**Curriculum**	**Details + Rationale**
Foundational Skills	Haughton Learning Center Rapid Automatic Naming (RAN)	To increase student's fluency and decrease response time, the use of HLC materials provide target bite-size practice in developing fluency in responses.

[102] Tennessee Academic Standards for Science, https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_3_-_Science.pdf

		To get there, some students need to start first with rapid naming. Skills targeted in HLC materials support student fluency and proficiency in TN state standards.
	TN Foundational Skills Curriculum Supplemental Resources	This supplemental support offers a sequence of skills, aligned with both evidence-based research and TN State Standards.
Elementary Reading + Middle School Reading	Haughton Learning Center Phonemic Awareness and Phonological Coding Morningside Basic Elements Morningside Corrective Reading Slices	Being fluent in foundational skills is essential to reading and comprehension. These curricula sequence reading foundational skills and emphasize practice to fluency before moving to the next skill. These materials also utilize **Precision Teaching and Mathetics.**
Elementary + Middle School Reading	Corrective Reading Reading Success REWARDS Multisyllabic Words REWARDS Vocabulary	3rd-8th, learners who are not on grade level with reading fluency and comprehension will receive explicit teaching of comprehension skills and deeper ELA content determining main idea and supporting details identifying an author's purpose paraphrasing drawing inferences and using context to figure out word meanings.
Elementary + Middle School Math	Morningside Model of Generative Instruction: Math SpringMath	Evidence-based math instruction for students not on grade level. These curricula align with Phase 1 and Phase 2 of Mathetics- Direct Instruction + Precision Teaching, to provide the foundations needed for problem-solving and more rigorous
Elementary + Middle School Writing	Haughton Learning Center Writing Expressive Writing	Both materials emphasize being fluent in foundational skills such as pencil grip, neatness, quickness, and spelling. These curricula sequence reading foundational skills and emphasize practice to fluency before moving to the next skill. These materials also utilize **Precision Teaching and Mathetics.**
Middle School Social Studies + Science	REWARDS Plus- Science and Social Studies	A curriculum designed for middle schoolers, not on grade level in reading and, intertwines grade-level content with developing literacy skills such as decoding and comprehension.

Basic Learning Environment

Class Size and Structure:
In both elementary and middle school, grade-level cohorts will enroll 52 students. Each homeroom will have a maximum of 26 students per classroom. Given our use of flexible multi-age student groupings, groups during instructional blocks will range depending on the groups proximity to grade level proficiency. In groups where students are significantly behind grade level, there will be 8-9 students. In groups where students are at or above grade level, there will be 13 students.

For all core academic blocks, Encompass leverages a co-teaching model. Each group will be with both a certified grade-level or content teacher and either an instructional assistant or a certified special education teacher or ELL teacher. We refer to these teachers as Special populations teachers throughout this application. This ensures that students who require special education, EL support and/or RTI have access to the appropriate certified staffing.

Academic Blocks:
In elementary school, students have two, two-hour core academic blocks: one for literacy and one for math. Each of these blocks takes place in a different multi-age flexible student groupings. During each of those blocks, students engage in:

- A 40-minute Mathetics Block led by the lead teacher
- A 60-minute personalized learning block that includes intervention or enrichment lead by the second classroom teacher
- A 20-minute fluency block

Section 1.3f details the instructional strategies leveraged in each block. It's also important to note that students who require RTI, Special Education or EL support, receive those supports during the personalized learning and/or fluency blocks. This ensures that students who need these services get them, while not missing out on related arts.

In addition, students receive rotating instruction on Science and Social Studies in their homeroom cohorts, as well as rotating enrichment instruction in multi-grade groupings.

In middle school, the structure is similar. Students engage in four core academic blocks in different multi-age groupings. Once students reach middle school, they have a daily academic block dedicated to both social studies and science. **Section 1.6** and **Attachment C**

provide further detail on the daily schedule in elementary and middle school. The core blocks are as follows:

- 135 minutes of ELA + writing
- 90 minutes of math
- 40 minutes of science
- 40 minutes of social studies

Non-academic blocks

Morning meetings (elementary) or advisory (middle school), lunch, recess, and closing circle (elementary) or advisory (middle school) happen in grade level homerooms.

Section 1.6 provides further details of related arts courses and compliance to all state and local guidelines. This includes course offerings of physical education, music, art and computer science, and additional enrichment options.

Responding to Academic Underperformance

While our instructional model is responsive by design and allows for in-the-moment response to underperformance through the use of Mathetics, we also have systems in place to identify potential academic underperformance.

- **Sections 1.4** and **1.5** outline our robust system of assessments and ongoing monitoring of student mastery. These systems allow for timely, data-based decision-making around potential student underperformance.
- On a daily level, teachers continuously assess student mastery through a high rate of opportunities of practice and immediate feedback.
- Our instructional sequence, as described above, is not linear. The use of this recursive process allows teachers to identify students needing additional instruction, or a slice back of the skill. Teachers have the ability to “release” students who are progressing at a faster rate and provide more explicit instruction and rounds of practice for a student not mastering the skill. Teachers are also taught to “slice back” skills, to determine *what* is the skill that is lagging and then quickly remediate.
- Teachers also have additional instructional methods, further described in Section 1.4, that can be implemented to support students not making adequate progress.
- Our two-educator-per-classroom model allows students to receive personalized instruction during core academic blocks.
- Students can also switch groups within their classroom, or across classrooms to receive more aligned instruction. These decisions are made in collaboration with teachers, and families and informed by data monitoring.

Taken together, there are short- and long-term strategies for collecting and analyzing data at the individual and subgroup level, paired with robust resources and strategies for addressing any gaps in performance.

h. Provide the foundational literacy skills plan for the proposed school as Attachment A.

The foundational literacy plan is included as Attachment A.

i. If your academic plan includes blended learning, describe: which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), the role of teachers within the blended learning environment, and how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

Not applicable.

1.4 Academic Performance Standards

a. Describe the proposed school's annual and long-term academic achievement goals.
b. Describe how the annual and long-term academic goals align with the department and authorizer's model performance framework.

In alignment with our school design, it's important to note that Encompass prioritizes growth and achievement across four domains:

1. Academics;
2. Social-emotional learning;
3. Community engagement and partnerships; and,
4. Parent/caregiver engagement.

Additionally, we prioritize ongoing institutional health. A robust set of goals, metrics, and data analysis cycles helps ensure we make progress towards these outcomes and are able to adjust course if off pace. **Table 23** outlines our Academic and Social-Emotional Goals as requested in this section. In **Section 1.10**, you'll find goals related to community engagement, partnerships and family engagement.

Our academic and social-emotional goals are the main levers for determining the success of our mission and vision. Our robust systems of data collection and surveys, further described in this section and in **Section 1.5**, allow for continued cycles of responsiveness to data and timely informed instructional adjustments. Encompass's academic model aims to support all students and acknowledges that traditional school design only benefits *some*. Therefore, our academic goals specifically highlight our commitment to the academic achievement of subgroups of students that have historically, nationally, and locally, lower rates of academic success, especially when compared to students *outside* of these subgroups. These subgroups include:

- Economically Disadvantaged
- Black/African American, Hispanic/Latinx, and Native American Students
- English learners
- Students with Disabilities

To that end, you'll also note that our long-term achievement goal post is set in comparison to Williamson County. Williamson County is a neighboring school district with a significantly lower at-risk enrollment and the highest-performing district in Tennessee. We have set rigorous goals that align with our mission of all students thriving academically, and personally. For our long-term achievement goal in **Table 35** we have created goals that align with the

research and timeline of the Morningside Model, where students grow an average of 2.50-4 grade levels in core content areas after one year. We provide great detail of the growth and academic outcomes experienced in schools in Seattle, Chicago, Colorado and Oklahoma in **Section 1.1 and 1.3. Additionally,** we share the following sentiment of the analysis of over half a century of research on the impact of Direct Instruction: "[DI can] dramatically reduce, if not conquer, our nation's crisis of low achievement. These data show that all children, no matter what their economic, social, or ethnic background, can do well in school, with high levels of academic achievement and strong confidence in their abilities." [103] Given the historical academic data illustrating low performance for students in our proposed location, as discussed in **Section 1.2**, we recognize that acceleration of achievement to grade-level proficiency will take time, and have set our goal to include metrics that provide us a clear timeline of 3 consecutive years to reach, regardless of when students enroll at Encompass.

To assess progress toward our **Long Term Achievement Goal,** we have created two additional goals in **Table 35**: **Annual Achievement, Annual Tier II and Tier III Student Growth.** Taken together, these goals act as benchmarks and will illustrate progress toward our **Long Term Achievement Goal.** Furthermore, our robust system of assessment, further detailed in **Section 1.5** allows for embedded monitoring of our progress towards goals.

We also acknowledge that growth and achievement are a combination of short and long-term goals, and therefore, have an intentional plan to utilize both formative and summative assessments to measure our progress towards our long-term goals, which will allow us to be responsive to academic progress and make instructional adjustments in a timely manner.

Table 35: Encompass Metrics and Goals

Strand	Metrics and Goals
Long Term Achievement	For students who have been at Encompass for 3+ years, on the TN Ready: ● Success rate will meet or exceed 70% (or <10% variance from annual Williamson County Performance) ● Achievement gap between any at-risk subgroups and the overall school average is <10%
Annual	Annually, for all grade levels, on aimswebPlus:

[103] Stellar, A. (2021). All Students Can Succeed: A Half Century of Research on the Effectiveness of Direct Instruction. School Administrator, 78(9), 23.

Achievement	• 80% of students meet or exceed (>25th percentile) grade level benchmarks in all tested subjects • The achievement gap between any at-risk subgroups and the overall school average is <10%
Annual Tier II and Tier III Student Growth	Students who are 2+ grade levels behind aimswebPlus benchmarks will be given the Woodcock-Johnson IV Tests of Achievement to provide the school with more nuanced performance data. 100% of those students will grow at least 1.50-1.75 grade levels each year.
Long Term Social-Emotional Goal	Less than 5% of students scoring elevated risk on end-of-year social-emotional benchmark
Attendance & Chronic Absenteeism	Achieving daily attendance of 95% or higher and less than 6% of students are chronically absent.

Pursuant to TN Code § 49-13-102, a key part of a charter school's purpose is to, "improve learning for all students and to ensure that children have the opportunity to reach proficiency on state academic assessments." Encompass's model is fully aligned with this stated purpose. In pursuit of this purpose, our annual academic performance goals align fully to the Model Charter School Performance Framework[104]. As described in **Table 35**, Encompass's goals address the Absolute Achievement, Growth and Chronic Absenteeism goals outlined in the Framework. Additionally, our goals exceed the bar set in the framework around Comparative Performance by using Williamson County's performance data as a benchmark.

c. Describe the process for setting, monitoring, and revising academic achievement goals.

Setting and Revising Goals

Annual and long-term goals will be analyzed and set yearly by the Leadership Team, which includes the Executive Director, Director of Personalized Learning, Assistant Principals, and the Director of Community, through collaboration with the Board of Directors. Each year, we will analyze TNReady and TVAAS data, internal assessment data from the sources listed in **Table 41**, and a community engagement survey. This review process will include

[104] Tennessee Model Academic Achievement Framework
https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/Charter_School_Model_Performance_Framework.pdf

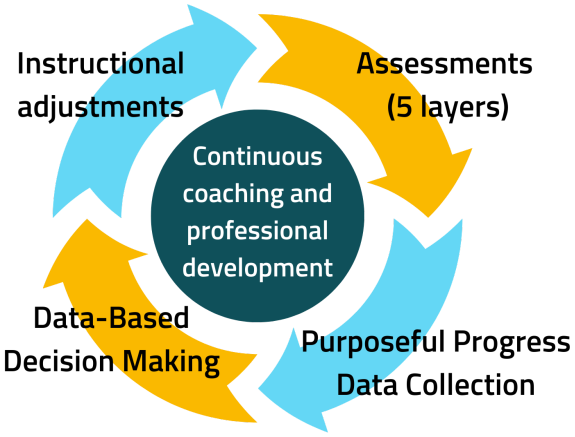
disaggregated analysis of individual, cohort, and subgroup trends. After careful analysis, Encompass will set ambitious targets for both achievement and growth for the following school year and present Target Outcomes to the Board of Directors for approval.

Monitoring Goals

Table 35 above outlines our end-of-year academic goals. These summative assessments help us quantify holistic student progress and make annual adjustments to strategy. To ensure we are on track to those goals, throughout the school year, Encompass employs a robust and timely data collection cycle to measure ongoing student progress and to inform more immediate adjustments in strategy. This system of assessment is aligned with Tennessee State Standards and is designed to assess mastery of core foundational skills as well as rigorous standards set by the state. More on this holistic assessment strategy can be found in detail **Section 1.5** and below in **Figure 18.**

Given the nature of mastery-based learning and Precision Teaching, Encompass's school model can be viewed as a continuous cycle of RTI^2. With continuous coaching and professional development (see **Section 2.5**), teachers are fluidly and consistently teaching, gathering data on mastery, and making decisions on how to tailor their instruction. And they are doing this work daily: lesson-by-lesson and student-by-student. **Figure 18** illustrates this cycle. As a result, the Encompass team is constantly aware of student progress toward goals and uses that knowledge to inform instructional choices.

Figure 18: Encompass Instructional Cycle



An important component of this cycle is the 5-Layers of Assessment. This is a critical component of the MMGI Model, the cornerstone of Encompass's instructional strategy (see **Section 1.3**). As **Figure 19** illustrates, layers of assessment range in frequency and sensitivity

but collectively allow teachers and leaders to remain constantly in the know about student learning.

Figure 19: Encompass's 5-Layers of Assessment

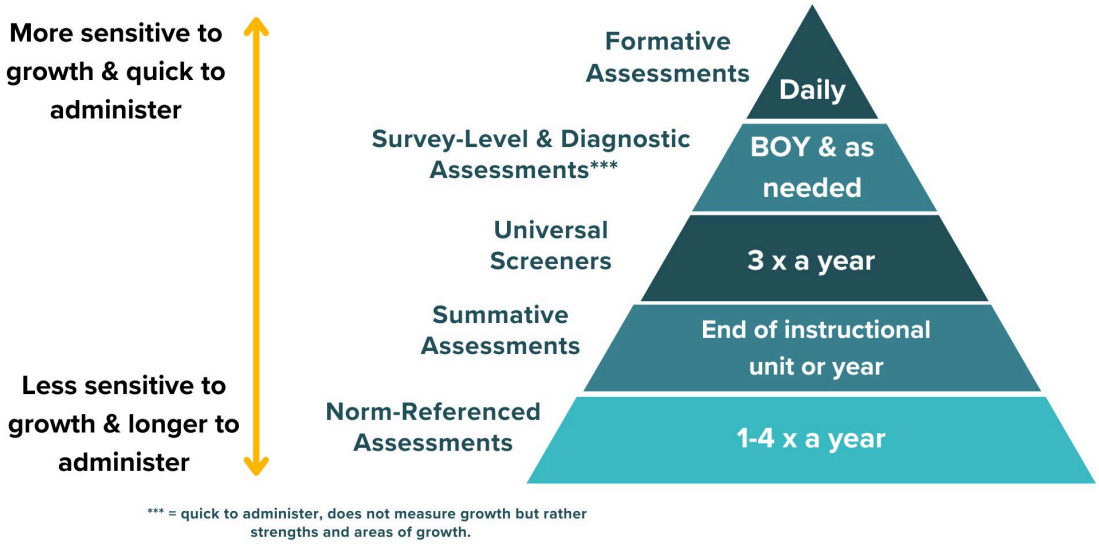


Table 36 provides a snapshot of how Encompass will assess, measure and analyze growth towards Target Outcomes

Table 36: Encompass Assessments

Type of Assessment	Frequency of Administration	Corresponding Month
Formative Assessments	Ongoing	August-May
Summative Assessments	End of instructional unit or year	August-May
Survey Level Assessment Diagnostic Assessments	- Beginning of year - As needed	August *and as needed*
Norm-referenced standardized test	1-4 times per year	August *and as needed*
Universal Screeners	3 times per year	August, December & May

Report Cards	4 times a year	October, December, March & May
Family Surveys	Monthly	August-May
Social-Emotional Screener	Monthly	August-May
Community Partner Survey	Monthly	August-May

d. How do these goals align with academic achievement goals within the authorizer/state model performance framework and the proposed community you plan to serve?

As outlined in sections a and b, Encompass's goals fully align with the academic achievement goals of the Model Charter School Performance Framework (MCSPF).

Student achievement:
The MCSPF outlines three core measurements to evaluate a school's performance as it relates to student achievement. These three measurements include: absolute achievement, growth and chronic absenteeism. Our school's academic goals, as outlined in **Section 1.4a** align with overall academic achievement on the Tennessee state assessments. We have additional long-term goals centered around student growth, as well as a goal that less than 6% of students are chronically absent.

Comparative Performance
Encompass has set long-term academic goals that are not only about internal achievement but also comparative performance against the state's highest-performing district. Therefore, our goals align with the comparative performance measures by performing at or above the authorizing district.

Community Goals
Through our extensive and continuous community engagement work (see **Section 1.10**) we have received input from 280 families and community members about our proposed model. We have incorporated this feedback into our model and quantifiable goals. Common themes that emerged from conversations are listed below and directly align with our long-term academic goals:

- 1:1 support
- Tutoring (more academic support)
- Enhanced supports for special education
- More opportunities for social-emotional learning and mentorship

- Transparency and frequent family communication and engagement

Our proposed model, and in turn, school goals were intentionally created to meet the exact needs of the community, as identified by the community.

e. Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals

As outlined in the previous two subsections, Encompass employs a robust and rigorous system of data collection and analysis to ensure our students are on track to meet achievement goals. School Leadership and the Board monitor progress toward these goals frequently.

In the unlikely event that Encompass falls below end-of-year state, district and/or internal academic goals, a corrective action plan will be designed by the Executive Director and Board. While the specifics of the plan must align with the nature of the gaps, the corrective action plan will enumerate the following elements in alignment with the TN DOE Corrective Action Plan Template[105]:

1. Relevant data, including historic trends, comparison data, and subgroup analysis and clear definition of areas of non-performance;
2. Root cause analysis and clear definition of scope and reasons for non performance;
3. Specific corrective action steps including person responsible addressing each area of non-performance; and
4. A monitoring plan for action steps, including benchmark goals, the person responsible, and clear timelines.

f. Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI^2) that aligns with Tennessee guidelines.

RTI^2

By design, Encompass creates a responsive system that is sensitive to learner variability and decreases the latency to receive targeted instruction. This cycle of instruction, assessment and adjustment is deeply aligned to the core research around RTI^2.

[105] https://www.tn.gov/content/dam/tn/education/legal/OGC-2022%20LEA_Compliance_Report_FINAL.pdf

There are six core elements of RTI^2 [106]:

- Early identification of needed targeted instruction
- Early intervention on deficits
- High-quality, evidence-based core instruction and interventions
- Increasingly intensive interventions
- Continuous and increasingly frequent progress monitoring
- Data-based decision making

These criteria are fully aligned with Tennessee State Guidelines for RTI^2 [107]. As **Sections 1.3 and 1.4a** illustrate, these elements are deeply ingrained in the Encompass model. Collectively, they ensure that we can identify and provide for students who need additional research-based instruction or interventions in a general education setting, special education identification services, or both.

As detailed above, Encompass uses 5-layers of assessment to guide our data collection, analysis, and action planning process. A core component of that assessment strategy is the use of universal screeners - including a Kindergarten Entry Inventory - which allows us to identify students who may require Tier II or Tier III support from the moment they arrive at our doors. The Executive Director, Director of Personalized Learning, social worker, behavior analyst, general and special populations teachers actively participate in the RTI^2 process. When applicable, a contracted school psychologist will also attend meetings.

It is important to remember that a critical component of the RTI^2 framework is the fidelity of implementation of high-quality Tier 1 supports as a critical mechanism for minimizing learning gaps in the first place.[108] Far too often, students are over or under-diagnosed as needing special education without first addressing deficits and inadequate academic instruction. Throughout all three tiers, Encompass prioritizes ongoing teacher coaching and fidelity checks of Tier I instruction. That said, our schedule and academic blocks, as outlined in **Section 1.3**, allow Encompass to implement a range of academic and behavior/social-emotional interventions for students who need them.

Table 37 provides an overview of RTI^2 for both academics and behavior/social-emotional programming and a description of support at each tier. This approach is aligned with state and federal-mandated procedures for child find, which we explain in greater detail in **Section 1.7 Special Populations**.

[106] Johnson, K., & Street, E. M. (2013). *Response to intervention and precision teaching: Creating synergy in the classroom.* Guilford Press.
[107] TDOE, RTI^2 Framework, https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI^2_Manual.pdf
[108] O'Conner, E., & Freeman, E.W. (2012). District-level considerations in supporting and sustaining RTI implementation. *Psychology in the Schools, 49*(3), 297-310.

Table 37: RTI^2 Academic and Behavior/Social-Emotional

Tier	Academic	Behavior/Social Emotional
Tier I 80-85%	Accessible, rigorous content aligned with TN State Standards delivered through small group, whole group instruction and 1:1 learning. Encompass executes evidence and research-based curricula. Additionally, we apply the principles of Tier II and Tier III to our Tier I instruction, and use small-group instruction, explicit and direct instruction, with continuous data monitoring.	Universally available social-emotional support, and Tier 1. Encompass will utilize teaching and lessons to support character development, student agency, self-regulated learning, problem-solving and emotional regulation. Through the use of positive behavioral supports and interventions (PBIS), Restorative Practice (RP) and Universal Design for Learning (UDL), students will receive a range of supports to meet their needs and foster behavioral and social-emotional growth.
Tier II 10-15%	Tier II interventions provide targeted support for students needing additional academic support mastering content taught at Tier I. These students will be identified through a Universal Screener, aimswebPlus, and progress will be monitored 2-4 times a month. During Tier II academic interventions, students will receive evidence and research-based instructional methods and curricula to target academic gaps. Students will be grouped based on common areas of growth, and in small groups (7-8 students).	Tier II plans will be created and implemented in collaboration with a Board Certified Behavior Analyst, Social Worker, Teacher, Parent/Caregiver and Teacher. Potential plans will include research and evidence-based interventions such as: Check-In/Check-Out (CICO), Breaks are Better, Self-Monitoring/Self-and-Match. Tier II supports will be determined by the Support Team (S-Team) process, observations and data collection.
Tier III 3-5%	Tier III interventions will be delivered for students that are not making adequate progress in Tier II as identified through a universal screener or progress monitoring data. Tier III interventions will occur daily, and will be in smaller groups (3-5 students) when possible. Students will be grouped by their academic needs, and will receive instruction on	Tier III plans will be created and implemented in collaboration with a Board Certified Behavior Analyst, Social Worker, Teacher, Parent/Caregiver and Teacher. When appropriate, a functional behavior assessment (FBA) will be conducted to write a behavior intervention plan (BIP) and/or safety plan if the behavior is severe and potentially

	their level that directly addresses their academic deficits.	dangerous. Additional assessment and observations will be BIPs will be developed in alignment with the hypothesized function as well as considering executive function strengths and areas of growth through a norm-referenced assessment such as the BRIEF-2.

When student interventions are necessary, they must meet the criteria for effective instruction as outlined in Tennessee's RTI^2 framework:

1. They must be implemented by highly-trained personnel;
2. They must be implemented with fidelity and confirmed with measurement; and,
3. Progress must be monitored to ensure outcomes are being met.

Tier II and Tier III will occur within our math and reading blocks, allowing all students to attend non-academic times such as related arts and choice time. Additionally, embedding intervention during our academic schedule ensures that these groups meet consistently, and increases the probability they exit RTI^2 and perform on grade level. Students receive interventions between 40-60 minutes per day, per content area, much more than the 30 minutes that is typical.

If a student receives special education services within a content area, their intervention will also occur during our academic blocks, as aligned with Free and Appropriate Public Education (FAPE). Again, ensuring that all students have access to the robust related arts and social times that are so critical to student development. We further discuss our programming for special populations in **Section 1.7.**

We include additional measurements of learning and growth that are quick to administer and **the most sensitive** to learning, allowing Encompass staff to provide immediate intervention to students rather than waiting for the next round of universal screening. assessment procedures also align with the RTI^2 framework as outlined by the Tennessee Department of Education and Metro Nashville Public Schools, and we indicate this by noting *RTI^2* at the aligned assessment and monitoring. **Table 42** provides an overview and potential examples of each layer of assessment. Our 5-layers of assessment approach also includes data collection that is used throughout all three Tiers and special education, to allow for effective modes of data collection for individualized education plan (IEP) goals and RTI^2 placement.

Embedding this in our system ensures that we prioritize monitoring progress for *all* students, rather than an afterthought

Progress Monitoring

Progress monitoring is a formative assessment and central component of our 5-layers of assessment, and is administered 2-4 times a month and are used to inform our RTI^2 programming. These assessments differ in format and length from daily classroom data to detect generalization and maintenance of skills and standards learned. Additionally, given that high-stakes tests such as TCAP are only administered once a year, this level of assessment allows the Encompass team to make adjustments to meet the needs of students who are performing below their goals or grade level. These assessments are not teacher created and instead derive from specific curricula, progress monitoring platforms such as aimswebPlus or are designed by instructional leaders, all of which are aligned to Tennessee State Standards and include necessary foundational skills to reach proficiency within the state standards. Non-teacher-created assessments decrease opportunities for "teaching to the test" and give a true representation of what a student has mastered and needs to continue to work. Similar to daily classroom data, this level of assessments is also aligned with RTI^2 and special education frameworks**.** Allowing Encompass to prioritize the learning of *all* students, without adding additional tasks or being an afterthought.

Potential assessments to be used include; aimswebPlus Progress Monitoring Probes, Corrective Reading CBMs. Reading Mastery CBM, genre-specific writing samples, Qualitative Reading Inventory, Reading Inventory, SpringMath, curriculum-aligned quizzes and unit exams.

RTI^2 Group Placement & Data Analysis

Teachers and leaders meet at least twice monthly to analyze academic data. When necessary, a school psychologist will attend as it relates to child find and RTI^2 processes. The frequency of data review allows the team to make instructional or grouping adjustments. Updates regarding progress are also communicated to families through phone calls and progress reports. Encompass will utilize platforms such as aimswebPlus to calculate weekly growth goals, and desired rate of improvement to *close* academic gaps and catch students up. As noted above, for students who are academically behind, must perform at an *accelerated growth rate* to reach grade level performance. Platforms for progress monitoring aid in determining growth goals. Student movement between RTI^2 groups will be influenced by the following:

1. If a student meets or exceeds predetermined academic goals set by ongoing progress monitoring platforms and the instructional leadership team

2. Scoring above predetermined thresholds for tiered interventions during on a universal screener
3. Continued inadequate academic performance

Aligned with Tennessee's RTI^2 process and Encompass's instructional cycle, we will incorporate data-based decision-making. Below, we provide an overview of potential decisions based on student underperformance:

- Increasing frequency of practicing
- Slicing back academic skill taught
- Explicit instruction on tool or component skill
- Increasing duration of intervention
- Increasing frequency of intervention
- Decreasing group size
- Adjusting curriculum
- Adjusting instructional methods

g. Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.

Encompass understands that students attending school regularly is a key to their success. Our goal is 95% average daily attendance.

In alignment with the MNPS attendance policy, the following circumstances quality as an excused absence:

- Child's illness
- Serious illness in the family
- Head lice, maximum of 3 days
- Death in the family
- Religious Holiday

In our student and family handbook, we request that families communicate with Encompass via phone call, email or written note when there is advance notice to an absence. Families should include reasons for the absence, and when it exceeds 5 days, parents/caregivers must submit a note or email in writing for it to be excused by the school.

Encompass monitors attendance and tardiness closely and ensures consistent stakeholder communication. Our Director of Operations and Finance, Social Worker, Director of

Community, and Executive Director hold weekly attendance meetings to review data and create a plan of action. Daily, our operations team updates and confirms attendance and makes phone calls to the primary caregiver for absent students without a prearranged excused absence to verify the reason for absences.

We realize that lives are complicated. Students can miss school for any number of other reasons, such as; families experiencing unstable housing, transportation difficulties, or required family travel. Our number one strategy for attendance is building strong relationships with families so that we stay engaged and are able to solve problems proactively. However, if families are having difficulty with attendance, our Social Worker, Director of Community and Director of Operations and Finance will partner with families to problem solve. Plans may include collaborating with community organizations that support the families to address the underlying cause.

Chronic Absenteeism

Because attendance is so critical to student success, we work diligently to ensure that absences are tracked and communicated. That way, if a pattern of chronic absenteeism emerges, we're able to respond quickly and effectively. **Table 38** outlines our communication and response strategy.

Table 38: Absence Interventions

Absence Threshold	Actions/interventions
Daily absence not excused in advance	Contact guardians- call or text
3 unexcused absences	Written attendance notification
5 unexcused absences	Attendance meeting between school representative (Social Worker, Director of Community, Director of Operations and Finance, Executive Director), and guardian. An attendance improvement plan is developed and shared with stakeholders. A truancy letter is shared, signed, and sent home.
7 unexcused absences	Attendance meeting between school representative (see potential staff above) and guardian. Next steps in the truancy process reviewed with family.
10 unexcused absences	Encompass is mandated by Compulsory School Attendance

	Law (TN Code § 49-6-3001) to report a truancy concern to the Juvenile Courts. The Executive Director communicates this requirement to families.

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

Encompass policies for Promotion, Retention, and Acceleration align to those of MNPS. These policies are communicated with all stakeholders through Encompass's Family Handbook, student orientation, and conferences and family meetings throughout the course of the school year. Our communication around student growth and achievement comes early and often to ensure that families clearly understand where their students are performing. Encompass's personalized learning model is built to decrease the need for retention as an intervention, particularly given the negative future implications for certain subgroups of students.[109] The MNPS policy establishes the following guidelines for promotion, retention, and acceleration of K-8 students is listed below. Given our academic model is rooted in mastery-based learning, there are additional guidelines and implications for promotion, retention, and acceleration. We have noted these requirements in **Table 39**.

Table 39: Promotion and Retention Guidelines

	MNPS	Additional Guidelines at Encompass
Promotion	Students will progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards established by the district and state.	N/A
Retention	Students not making adequate progress in meeting district-established criteria, primarily academic achievement in ELA and Math, will be identified early and often. When a student is identified	Using rate of improvement calculations, a student is considered for retention if they cannot reach a predetermined fluency and skills aligned with TN State Standards by the end of the school year, on >50%

[109] Peguero, A.A, Varela, Marchbanks III, M.P., Blake, J., & Eason, J.E. (2021). School Punishment and Education: Racial/Ethnic Disparities With Grade Retention and the Role of Urbanicity. Urban Education.

	as being at risk of retention, families will be notified and the student will be provided with intervention.	of grade level skills.
Acceleration	When high academic achievement exists, the Executive Director may recommend a student for placement in a higher grade level. The student's social-emotional growth shall be considered in making a determination to accelerate a student. Students may only accelerate one grade.	Our school model allows students to experience acceleration without moving grades across all subjects. In the cases where students In collaboration with the family, the Encompass team will make a determination to enroll a student in the grade above through assessments, such as Woodcock-Johnson Achievement Test IV, classroom observations and student interviews.

Students with special needs who meet their IEP goals and/or English Learners who are making adequate progress in their individual program will not be considered for retention but will be considered for appropriate interventions.

Tennessee 3rd Grade Retention Law

Encompass will comply with the 3rd-grade retention law, TN Code § 49-6-3115 and will follow guidelines for students who do not earn a proficient score on the 3rd grade English language arts (ELA) section of the Tennessee Comprehensive Assessment Program (TCAP) assessment. Students who score "approaching" or "below" will receive free additional support through in-class interventions, tutoring, or summer school programming. Following promotion guidelines, a student will not be retained if one or more of the following are applicable[110]:

- A student has a disability that impacts reading
- A student is an English learner and has received less than 2 years of English instruction
- A student has previously been retained
- A student is suspect of a disability that impacts literacy development, and will begin evaluation processes

[110] Tennessee Third Grade Promotion FAQs, 2023, https://www.tn.gov/content/dam/tn/education/learning-acceleration/Third%20Grade%20Promotion%20FAQ_2023.pdf

- A student is enrolled in summer programming with >90% attendance and achieved adequate growth
- If scored “below” a student must also receive free tutoring during 4th grade

i. Provide the proposed school’s exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.

Encompass 8th Grade Exit Standards

Encompass’s exit standards are the Tennessee State Standards in ELA, Math, Science and Social Studies. Additionally, Encompass will employ fluency aims to ensure proficiency of foundational skills for all 8th graders.

8th Grade Graduate Profile

Encompass exists because we believe in the endless variability of learners. We revel in their diversity and capacity for learning and creativity. When we do our jobs well, we send students to high school ready to engage in their next phase of development as strong, capable, and self-aware young adults.

As outlined in the section above, a big part of that readiness is rooted in academic proficiency. However, we realize that academics alone are not a sufficient indicator of readiness for high school. Our graduate profile, therefore, is informed by the state of Tennessee’s Ready Student definition which highlights the competencies and mindsets a successful K-12 graduate should possess. Taking these factors into consideration, the table below outlines the Encompass 8th Grade Graduate Profile, as informed by the World Economic Forum top ten skills required for employers, [111] Tennessee Ready Graduate’s profile[112] and other K-12 graduate profiles.[113] **Table 40** captures our 8th-grade graduate profile.

[111] World Economic Forum, Future of Jobs Report 2023.
[112] Response to Instruction and Intervention Framework.
https://www.tn.gov/content/dam/tn/education/documents/rti2_manual_revisedNov2020%20(1).pdf
[113] Profile of a Graduate, Shelby County Public Schools. https://www.shelby.kyschools.us/domain/1353

Table 40: Encompass 8th Grade Graduate Profile

8th Grade Graduate		
Academic Mastery	**Community**	**Agency**
Demonstrates mastery of content knowledge (TN Academic Standards) Proficiency in Fluent Thinking Skills Problem-Solving and Critical Thinking Complex problem-solving Critical thinking Make meaning from appropriately complex texts Design appropriate experiments and projects Analyzes outcomes	Seeks diverse inputs and team members and values individual contributions Listens and acts with empathy Communicate clearly in a range of contexts Hold a positive view of themselves and others Operate respectively, including being dependable, ethical, and acting with integrity Benefit from positive relationships with both peers and mentors Owns team outcomes Gives and receives feedback	Asks questions Thinks flexibly Generates and executes solutions to difficult problems Locate and analyze information to answer questions presented to them Know when they need to reach out for assistance Distinguish between healthy and unhealthy behaviors Set and achieve ambitious goals individually and as part of a team and monitor their progress along the way A combination of self-confidence, creativity, problem-solving, and critical thinking that enables them to persevere in the face of challenges Identify valid resources Hold a positive view of themselves and others Solve problems

In alignment with MNPS guidelines, all 8th graders will have a transition plan to support matriculation from middle to high school that is guided by this graduate profile. An 8th-grade transition plan will be developed at the beginning of the school year in collaboration with teachers, families, leadership team members, and our Director of Community.

j. If an elementary school, how will the school approach ensuring 3rd graders receive proper tutoring, remediation, support, and summer school in alignment with Tenn. Code Ann. § 49-6-3115.

Preventative Approach

Our entire school model is designed to respond to student needs, aiming to catch students up and get them ahead. The same sentiment rings true for our third-grade students, in alignment with TN Code § 49- 6-3115. There are several essential design components at Encompass that ensure 3rd-grade students receive high-quality instruction in the form of remediation, tutoring support, and summer school.

1. Calendar & daily schedule: As described in extensive detail in **Section 1.6,** we have embedded daily intervention blocks through personalized learning and fluency building blocks.
2. Evidence-based instruction: As described in **Section 1.3**, we utilize instructional methods and curricula that are designed to *accelerate* growth. Through Direct Instruction, Precision Teaching, and other instructional methods, we aim to close academic gaps and directly teach any skill deficits that prevent students from excelling at or above grade level.
3. Mastery-based learning: Our use of mastery-based learning, as described in **Section 1.3**, creates flexibility to ensure students are mastering essential skills to be successful on future learning opportunities. Our use of MMGI and Mathetics increases a student's opportunity to become proficient in skills and standards.
4. Multi-age Flexible Student Groupings: As described in **Section 1.3,** we apply the best practices of RTI^2 and group students by their strengths and areas of growth. Students move groups when they have mastered the necessary skills and standards.
5. 5-Layers of Assessment: As described in **Section 1.4 and 1.5,**, we are purposeful in our data collection and use a robust system that aims to decrease the time of intervention and support when a student is not progressing adequately.

Responsive Approach

If students do ultimately meet requirements for remediation, support, summer school, and

tutoring, we will provide aligned services in alignment with TN Code § 49- 6-3115.

- Tutoring & Remediation: Through our two-educator model and flexible student groupings, we are able to adjust a student's schedule to receive tutoring services **within** their academic block. We utilize flexible small-group rotations that allow students to progress or change groups when necessary. Starting in year 4, we will hire an additional interventionist in year 9 and 3. As needed, these individuals will provide tutoring and intervention support for students, prioritizing those qualifying for tutoring per the 3rd-grade retention law.
- Summer School: As described in **Section 1.6**, we will provide summer school to qualifying students, we will offer high-quality summer programming for rising 4th graders who scored *below* and *approaching*. We employ our internal attendance systems to support families to achieve a 90% attendance rate through transportation and other supports. These students will be identified through procedures for the 3rd-grade retention law. For students who scored *below* or *approaching,* and for promotion to occur, this will be mandatory.

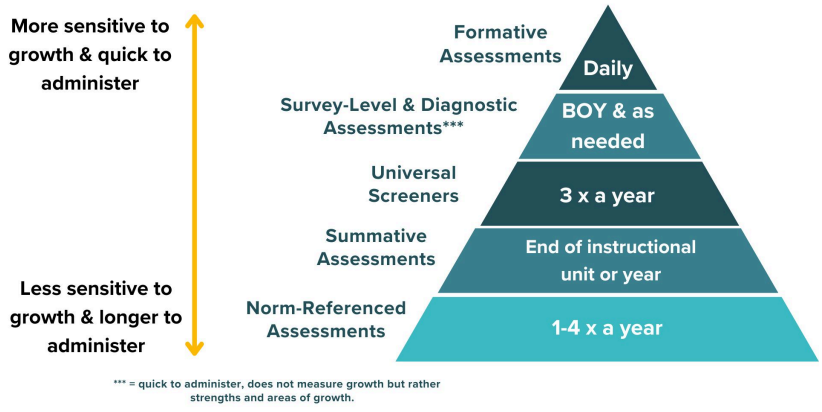
1.5 Assessments

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

Encompass's mission is to leverage mastery-based learning to ensure all students thrive academically and personally. To achieve this, the purposeful use of assessments is mission-critical.

In addition to state-mandated assessments, as described in **Section 1.3**, Encompass uses a 5-layers of assessment approach, a variation of assessments used within the Morningside Model of Generative Instruction (MMGI). [114] **Figure 19** provides an illustration of that model. Each layer of assessment serves a different purpose and ranges in complexity and the time it takes to administer. Combined, they ensure that teachers have both frequent data with which to make immediate instructional decisions aligned to the present needs of students while also ensuring that the school is able to step back more holistically to assess student progress and make necessary adjustments in practice. This ensures that students get what they need when they need it, and until they achieve success.

Figure 19: Encompass's 5-Layers of Assessment



Encompass aligns with data guidance outlined by the Tennessee Department of Education: multiple layers of data should be used and considered when determining a students'

[114] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

strengths and areas of growth: “educators should take the evidence collected from multiple forms of assessment and analyze the data for patterns, areas of need and proof of mastery of content.”[115] As described in **Sections 1.3 and 1.4,** students will receive instruction aligned with the skills and knowledge necessary to reach proficiency in grade-level Tennessee State Standards. Given that our core curricular materials align to Tennessee State Standards and/or are on the Official List of Textbook and Instructional Materials for Tennessee[116], Encompass will have the ability to continuously monitor growth, progress and proficiency of Tennessee State Standards. Furthermore, our additional layers of assessment that focus on fluency of skills necessary to achieve grade-level proficiency in Tennessee State Standards allow us to adjust instruction as needed for all students, *immediately.*

Encompass’s 5-layers of assessment align with assessment guidelines provided by the Tennessee Department of Education,[117] with the exception of norm-referenced assessments. We provide detailed definitions of each layer of assessment as outlined by the Tennessee Department of Education. Specifically:

Table 41: Assessment alignment and definitions from TDOE

Layer of Assessment	Description
Formative assessment[118]	- Measure student learning throughout the year so educators can determine if students are making progress and how best to adjust instruction. - Complement the standards and highlight progress students are making toward annual goals as measured at various points during the school year. - Utilized in the development of supports for students who are not making progress or to plan for reteaching or acceleration of specific standards with groups of students.
Summative Assessment[119]	Measure student learning at the end of instruction to assess student progress and proficiency of grade level standards and expectations.

[115] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[116] Tennessee Department of Education. Official Lists of Textbooks and Instructional Materials. https://www.tn.gov/education/districts/textbook-services/textbook-reviews.html
[117] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[118] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[119] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

Survey-Level and Diagnostic Assessment & Diagnostic Assessment[120]	**Survey-Level:** This is a process of determining the most basic skill area deficit and which skill/instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit to determine an accurate rate of improvement and growth. **Diagnostic Assessment** This assessment allows teachers to determine a student's current understanding of the grade level subject area content in relation to the expected mastery of the grade level subject area content. *Note: these assessments are utilized to help determine instructional placement and areas of need, and are not intended to measure learning.
Universal Screeners[121]	Brief, informative tools used to measure academic skills (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression)
Norm-referenced	Norm-referenced assessments are used to give a high-level overview of student mastery over the course of a school year. This level of assessment will be used with students below the 10th percentile on our universal screener assessments

Table 42 outlines the specific assessments used for each layer and additional description and their use. All assessments are aligned with Tennessee State Standards and/or essential foundational skills needed for students to achieve proficiency on state standards. (*) denotes curricula on the Tennessee Approved Textbook List.

Table 42: Internal Assessments- Elementary and Middle School

Layer of Assessment	Type	Frequency	Description and Purpose	Examples
Formative Assessments	Precision Teaching (Fluency	Daily	Through precision teaching, students engage in personalized fluency timings	Fluency probes (Morningside Fluency Probes, SpringMath

[120] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[121] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

	Probes)		daily. Fluency timings occur during fluency blocks and mathetics lessons.	Probes, SIM Probes)
	Classroom Data	Continuous	Continuous assessment and measurement of student learning to make in the moment decisions	Informal formative assessment exit tickets, oral responses, school-made common assessments, teacher-made tests[122]
	Progress Monitoring	2-4 times a month	To measure academic performance and quantify a student's rate of improvement/intervention and to evaluate effectiveness of intervention/instruction. [123]	aimswebPlus, Haughton Learning Phonemic Awareness and Words & Syllable Awareness
Summative Assessments	Standards Aligned Assessments	End of instructional unit	Summative assessments aligned to Tennessee State Standards and measure growth, performance and proficiency on Tennessee State Standards. These assessments are used for instructional decisions, student placements and to measure progress towards end-of-year goals	End of unit and/or module culminating tasks: Amplify K-8*, Eureka Math[2] Tennessee Edition (K-5)*, Amplify Math (6-8)*, curriculum/ standards-aligned assessments, project-based learning rubrics and Tennessee Writing Rubrics (grades 2-8)
	Tennessee Comprehensive Assessment Program (TCAP)	End of instructional year (grades 3-8 only)	End-of-year state-level assessment	TCAP
Survey-Level	Placement	BOY and as	**Survey-Level:**	Haughton Learning

[122] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

[123] Tennessee Department of Education. (2023). Response to Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

and Diagnostic Assessments	Tests and Skill Inventories	needed	This is a process of determining the most basic skill area deficit and which skill/instructional level a student has mastered. It is effective in determining appropriate, realistic goals for a student and helps identify the specific deficit to determine an accurate rate of improvement and growth. **Diagnostic Assessment** This assessment allows teachers to determine a student's current understanding of the grade level subject area content in relation to the expected mastery of the grade level subject area content.	Phonemic Awareness, Phonological Awareness Skills Screener, SpringMath Curriculum placement tests
Universal Screener & Benchmarks	Universal Screener & Benchmarks	3 times a year	Normed-referenced assessments given three times a year to measure academic growth and progress towards annual goals. These assessments are brief and used to measure academic skills. [124]	aimswebPlus
Norm-referenced standardized tests	Norm-referenced standardized tests	2-3 times a year	Norm-referenced assessments are used to give a high-level overview of student mastery over the course of a school year. This level of assessment will be used with students below the 10th percentile on our universal screener assessments	Woodcock-Johnson Achievement Test (IV)

[124] Response to Instruction and Intervention Manual, https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI^2_Manual.pdf

Our approach to assessments allows teachers to utilize various measurements to allow for growth and achievement to be measured individually and within subgroups of students. Thorough data analysis is an integral part of our approach to assessments. Staff will utilize an online data platform such as Illuminate or Infinite Campus to enter and analyze progress and proficiency of Tennessee State Standards. The data platform will allow staff to analyze overall proficiency, progress across standards, and conduct a subgroup analysis by class, teacher, and demographic groups. For our daily classroom monitoring for Precision Teaching, we will utilize PrecisionX, an online platform of the Standard Celeration Chart. This level of analysis is essential to monitor our progress towards eliminating the achievement/opportunity gap between subgroups and to carry out our mission of ensuring *all* students are thriving academically and personally. Our mission is to ensure *all* students thrive and as described in **Section 1.4**, academic achievement between any at-risk subgroups and the overall school average is <10%. To continuously monitor our progress towards our mission and annual goals, staff will conduct subgroup analysis within *all* analysis meetings (as described below). These frequent analysis allows us to ensure we are living out our mission, and intervening when necessary.

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

In Years 1 through 4, testing coordination will be a shared responsibility between the Executive Director and the Director of Personalized Learning. In Years 3 and 6, an additional Assistant Principal is added, and they will assume testing coordination over their respective grades (K-5 and 6-8) and analysis will be completed in collaboration with the instructional leadership team (Executive Director, Assistant Principals, Deans and Director of Personalized Learning). In order to efficiently and effectively administer assessments, it is critical that clear systems and procedures exist for both assessment operations and data analysis. Across all five layers of our assessment system, Encompass outlines a clear division of responsibilities to ensure seamless execution. This robust data collection system decreases the latency between low academic performance and intervention and high academic performance and enrichment.

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

<u>Data Collection and Analysis Processes</u>

Through strategic meetings and data cycles, the Encompass team will collect, analyze, reflect, and plan to respond to all layers of academic and social-emotional data. Our data analysis cycle is integrated within our school systems and coaching structures to ensure we prioritize data-based decision-making. We will leverage sophisticated learning management systems that allow for efficient access to data and data manipulation across subgroups.

A summary of the work cycles that support these processes is listed below.

1. Weekly Meetings: The school leadership team (e.g. Executive Director, Director of Personalized Learning, Director of Community, Assistant Principals) will convene weekly to conduct a thorough analysis of schoolwide data, disaggregating it by class and subgroup to analyze alignment and progress toward school goals and mission. During this time, leadership team members will identify areas of success and growth, and use this information to drive weekly coaching meetings with instructional staff.

   Instructional staff will meet weekly with their coach to review academic progress on daily classroom data (fluency timings), and recent assessment data. These data meetings will analyze foundational skill progress across students and subgroups. For students who are not progressing or showing inadequate growth, these meetings will serve as a time to problem-solve intervention and reteach lessons.

2. Monthly Team Meetings: In alignment with the RTI^2 framework, grade level, and content teams will gather monthly to review recent assessment data, and behavioral data. Teams will analyze progress towards proficiency using rate of improvement (a predictive measurement goals proficiency), as well as analyze student behavioral data across all three tiers.

   During these meetings, instructional leaders will utilize MMGI approach to student placement of groups, and analyze academic progress towards grade-level standards and end-of-year-goals to determine if students are placed in the appropriate group. As described in **Sections 1.3 and 1.4**, we utilize RTI^2 framework's evidence-based practices of moving students between groups based on their academic progress *in all tiers of instruction.* Similar to how a school applies student group movement in Tiers 2 and Tier 3, we apply the same approach in Tier 1. For students identified as needing to adjust their placement, the leadership team will outline probes to be completed as well as family communication regarding the potential change. **Sections 1.9 and 1.10** further describe our intentional and transparent approach to informing families of

Encompass's model and structure for academic placement based on student strengths and areas of growth.

3. Quarterly Stepbacks: Teachers and leaders gather after each round of universal screeners and benchmarks to review academic data by students, subgroups, and classes. These meetings occur on a professional development day, following the end of a quarter, as reflected in our school calendar to allow for thorough analysis. Staff will gather and engage in data analyses and intentional planning to respond to data. During these stepbacks, we will consider movement between groups based on academic achievement on benchmarks.

4. Annual Strategic Planning: The leadership team will convene prior to teachers and staff returning for summer professional development. During this time, leaders will set priorities and review all 5-layers of assessment data from the previous school year, with an emphasis at the macro-level with norm-referenced assessments (TCAP), and end-of-year benchmarks (aimswebPlus). The leadership team will make adjustments based on results to curricula as needed and use this time to stay current on research and evidence-based practices related to curriculum and instruction. Summer professional development for teachers will directly reflect priorities and codified instructional practices based on the previous year's data.

The rationale behind this robust system is simple: we don't wait until it's too late. We are continually monitoring growth. Our emphasis on formative assessment results, and ongoing measurement is the most effective process for measuring performance. [125]

Analysis Strategy: 6-Step Problem-Solving

Teachers and leaders will receive training on the 6-Step Problem-Solving Process to support the efficacy of their work in the structures described above. This process is adapted from a combination of school psychology literature and the outcomes-driven model [126] and can be applied to academic, behavioral, and survey data.

A summary of the process is outlined below:

1. **Problem identification**: The purpose of this step is to discuss a perceived problem and define the problem and existing data associated with the problem.

[125] Vargas, J. S., (2020). Behavior Analysis for Effective Teaching. Routledge.
[126] Deno, S. L. (1995). School psychologist as problem solver. In A. Thomas & J.P. Grimes (Eds.), *Best practices in school psychology III (*(pp/ 471-484). Bethesda, MD: National Association of School Psychologists

2. **Problem clarification**: To understand the problem in detail and within the school context, the team explores why the problem exists and begins to analyze the root cause. This includes a discussion of contextual variables that are potentially maintaining the problem. From this step, potential solutions begin to emerge. When the problem is identified as an academic skill gap, staff will utilize the component/composite analysis at this step.
3. **Solution Planning:** Using step 2, the team begins to discuss and decide on interventions to respond to the problem and improve outcomes. To effectively implement this step,
4. **Goal Setting:**
   Using state standards, MMGI pinpoints for fluency proficiency and other norm-referenced benchmarks, the team will identify a goal including data and plan for assessing progress.
5. **Intervention Implementation:** Following goal setting, the team begins implementation of agreed-upon intervention.
6. **Evaluation:** Following a predetermined timeline of follow-up, the team will determine if the problem (step 1) still exists by analyzing progress towards the predetermined goal set in step 4.

e. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

Assessment and Data Cycle Professional Development

When assessment and data analysis systems aren't fully integrated into a school operation, schools can waste instructional time over assessing, resulting in unused data and lost instructional time. Furthermore, when staff are insufficiently trained to interpret assessment data, their conclusions can be clouded by bias resulting in ineffective response plans. Therefore, training staff to execute this work effectively is essential. As outlined in **Section 2.5 Professional Developmen**t, continuous coaching and professional development is central to the success of our school mission, vision and model. This includes training around analyzing, interpreting, and using performance data to inform instruction. Additionally, we will have a three-year partnership with Morningside Teacher's Academy (MTA) to support our development in implementing MMGI. Support around data analysis plays a significant role in this training.

MMGI's development around assessment and data analysis is centered around the belief that teachers must engage in two simultaneous thought processes when analyzing data:

1. Data Analysis: Understanding what the data tells us about what students understand and don't; and,
2. Instructional Analysis: Understanding the essential components of the skill and considering how well instruction aligned to those criteria and the needs of students.

Regardless of the level of assessment, Encompass deeply believes in robust and high-quality analysis, followed by data-based decision-making, as illustrated in **Figure 18** of our instructional cycle. To achieve this, the school leadership and staff will undergo professional development and ongoing coaching. In **Section 2.5**, we detail the comprehensive training teachers will receive prior to the school year. Specifically, teachers and leaders will receive ongoing training on methods for equitable grading, analyzing group and individual trends, and rubric norming for project-based learning.

Additionally, regardless of the data set being reviewed, we embed strong analysis and grading practices whenever data and grading occurs. We believe that a strong data analysis cycle always includes the following:

- Equitable grading practices: Grading students on their academic progress as it pertains to the work and achievement within the classroom and school day.
- Implicit bias safeguards: While staff engage in ongoing DEI training, conversations and development, we acknowledge that all humans are subject to implicit bias and eliminating and preventing it is an ongoing process. Staff will engage in co-grading opportunities using rubrics and cross-grading methods to ensure fair grading and analysis practices occur.
- Subgroup and individual analysis: For continuous monitoring of progress towards our long-term goals of <10% gap in achievement between any at-risk subgroup, all data analysis will include subgroup and individual analysis.
- Rubric norming for project-based learning: one pathway for reducing and eliminating bias in grading is for staff to engage in frequent rubric norming tasks.
- Fluency aim and Rate of improvement progress: Analysis of foundational skills and progress towards fluency aims to determine if immediate intervention is needed.
- Data-based decision-making: As we described above, data collection without analysis and action is harmful and can unintentionally alter educational outcomes and pathways for students. Data-based decision-making is the core of our data analysis procedures. As described in **Section 1.4**, potential data-based decisions include:
    - Increasing frequency of practicing
    - Slicing back academic skill taught
    - Explicit instruction on tool or component skill
    - Increasing duration of intervention

- Increasing frequency of intervention
- Decreasing group size
- Adjusting curriculum
- Adjusting instructional methods

f. Identify what will the school use as a universal reading screener in alignment with foundational literacy requirements?

Encompass will utilize aimswebPlus as our universal screener, which is on the approved list provided by TDOE. aimswebPlus will be administered three times a year to monitor growth and progress, and identify students who have academic gaps and will likely need additional interventions. Encompass aligns universal screeners in alignment with Tennessee's RTI^2 framework and will assess progress and student intervention placement through three rounds of screeners in reading, math and writing. Results will be reviewed three times a year, and will be used to assess student group placement, growth and progress towards end-of-year individual goals. **Table 43** provides an overview of the skills measured as it relates to literacy across all three benchmarks throughout the school year.

Table 43: Encompass's Universal Screener Probes

Kindergarten Reading & Writing	1st Grade Reading & Writing	2nd-8th grade Reading & Writing
• letter naming fluency • phoneme segmentation • letter word sounds fluency • word reading fluency (winter + spring only) • letter word sound fluency • listening comprehension	• letter naming fluency • phoneme segmentation • letter sounds fluency (fall only) • word reading fluency • nonsense word fluency • listening comprehension • oral reading fluency and spelling • written expression	• oral reading fluency • reading comprehension • spelling • vocabulary • silent reading fluency (grades 4-8 only) • written expression

1.6 School Calendar and Schedule

a. Provide the annual academic calendar for the proposed school as Attachment B.

An annual academic calendar for the school is included as Attachment B.

b. Provide the proposed school's detailed daily schedule by grade as Attachment C. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

The proposed daily detailed schedule for grades K-5 and 6-8 is included as Attachment C.

c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.

Academic Calendar

Our yearly calendar, **Attachment B**, correlates closely with MNPS's annual calendar and we believe this will allow families easy planning for their students who might attend different schools within the district. Tennessee public schools must offer 180, 6.5-hour days of instruction per year, or a total of 1,170 hours. Encompass's calendar exceeds this minimum standard with a 7-hour school day for 176.50 school days, totaling 1,235.50 hours, resulting in 10 additional instructional school days.

Our school calendar is designed to create optimal outcomes for both students at staff and to ensure the effective execution of our academic model. This begins in the summer before each school year, with 16 days of professional development devoted to professional development and training to provide ample time for teachers to focus on unique components of our school model. We also offer 6 full professional development days throughout the school year, giving the Encompass team time to review quarterly data, and receive more intensive professional development carried out internally or through external consultants.

Daily Schedule

As shown in **Attachment C**, intervention and enrichment are embedded into our daily schedule to meet the needs of all students. As illustrated in **Attachment C**, our schedule allows for students to receive **both** daily instruction aligned to grade-level standards as well

as intervention and enrichment within ELA and Math. As noted in **Section 1.3,** our instruction is driven by Tennessee State Standards and ensures students reach proficiency in grade-level standards. This daily schedule allows Encompass to execute our mission, vision, and academic focus and plan through:

- Multi-age flexible student groupings
- Embedded intervention and enrichment
- Small group instruction
- Related arts

1. Multi-Age Flexible Groupings
   The Tennessee Department of Education recommends flexible student groupings as a Tier 1 strategy to deliver "instruction that meets the needs of all learners."[127] The use of this strategy allows teachers to provide "immediate reinforcement or refinement in a student's progress toward mastery of grade-level instructional goals."[128] Encompass aligns our academic model and daily schedule with whole-child development research that indicates *seat time and age* don't predict student readiness to learn a new skill but rather a proficiency in previous skills.[129] To allow for multi-age flexible student groupings, as described in detail in **Section 1.3,** across our three grade bands (K-2, 3-5 and 6-8), core content class of math, ELA and writing will be offered at the same time, and to prevent any disruption to a student's schedule when individual students progress to another group. Multi-age flexible groupings are a core component of the model, and will be normed across our school, aligning with our core values of community, and all means all. For some students, flexible groupings will be new and for others, they will have been exposed to them given that it is a common approach for intervention, special education and enrichment across our nation, state and city. We will teach and reinforce through Proactive Circles, a key component of our school-wide Restorative Practices (further described in **Section 1.8)** to communicate how this makes our school community stronger, and supports all students. We aim to create a safe community and space for all students. In the event reactive procedures will be needed, we will utilize Restorative Practices

[127] Tennessee Department of Education. (August 2023). Response to Instruction and Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[128] Tennessee Department of Education. (August 2023). Response to Instruction and Intervention Manual. https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf
[129] Cantor, P., Lerner, R. M., Pittman, K.J., Chase, P.A. & Gomperts, N. (2021). Whole-Child Development, Learning and Thriving. *Cambridge Elements Child Development;*

2. Intervention and Enrichment
   Students who require more intervention or are identified within special populations do not have to miss out on non-academic time such as related arts, recess or choice time, to receive their services. This ensures *universal* access to *all* programming for *all* students. Students will not only receive instruction on grade-level standards and on foundational skills, but they will also receive instruction aligned with their academic needs as outlined by their individualized education plan (IEP), individualized learning plan (ILP), or Tier 2/Tier 3 support plan if students are identified as needing additional support through the RTI^2 processes.

   In each grade, one class is staffed with two licensed teachers, and the other is staffed with one licensed teacher and an instructional assistant. In the first option, one teacher is licensed in the general education content area, and the other teacher is licensed either in special education, English as a Second Language, or as an interventionist, depending on the needs of the students. As described in **Section 1.7 Special Populations,** the type of service delivery will depend on a student's needs as guided by the continuum of services, as determined by the IEP team and present levels.

   The other class structure used at Encompass, with one general education teacher and one instructional assistant, is for students who are at or above grade level and might not require intensive intervention through specialized certification. The instructional assistant in elementary will support students, both behaviorally and academically. They will oversee fluency work, PLT time, support instruction, and writing tasks. At full growth, our instructional assistants will be teachers in grades 6-8.

   Our special populations teacher will remain in the same class or switch classrooms, based on our student groupings and student needs. These schedules will be determined through assessment and IEPs, ILPs and support plans.

3. Small group instruction
   Across all classrooms, our use of multi-age flexible student groupings and two staff members per classroom allows Encompass to differentiate and group students within each class, ensuring that *all* students receive the exact instruction they need. This approach allows Encompass to execute its academic model of mastery-based learning through small-group instruction and rotations. One of the key elements of our academic model is homogenous student groupings through flexible groupings within each content area to ensure students receive the exact right instruction and to

increase the effectiveness and applicability of teacher lessons. We describe this in great detail in **Section 1.3 Academic Focus and Plan. Table 44** shows the two potential student grouping options in ELA/writing and math classes.

Table 44: Potential student groupings

Option 1	Option 2
2 Certified Teachers	1 Certified Teacher and 1 Instructional Assistant
3 groups: 8-9 students	2 groups: 13 students

4. Related Arts/Enrichment
   In alignment with TCA 49-6-1025, which states the "course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education," students at Encompass will be enrolled in art and music education. Also, elementary students will participate in at least two PE classes each week for no less than 60 minutes each full school week, according to TCA 49-6-1021. These are built into our schedule and staffing model. As part of our core related arts programming, students will receive art, physical education and music. Additional related arts courses include: foreign language, STEAM (coding, robotics, etc), and problem-solving. Setting aside time each school day to access other enriching experiences allows students to develop and deepen their interests beyond core academic classes. Students will also attend a related arts block on a rotating schedule.

Additional Course Requirements

Under T.C.A § 49-6-1010, students in elementary school, grades K-5, will receive "grade-appropriate computer science education based on the academic standards in computer science education adopted by the state board of education." [130] At this level, students will receive aligned instruction with the Tennessee Computer Science Standards infused in core content classes.

[130] T.C.A § 49-6-1010 https://casetext.com/statute/tennessee-code/title-49-education/chapter-6-elementary-and-secondary-education/part-10-curriculum-generally/section-49-6-1010-effective-until-712024-computer-science-education

In middle school, students will receive a minimum of one computer science course for a full school year and grading period. In addition to this, students will receive aligned instruction in core content courses with the Tennessee Computer Science Standards.

Elementary School: Grades K-5

Our academic program in grades K-5 focuses heavily on building the foundational skills necessary to engage and achieve higher levels of rigor and problem-solving tasks. We align our schedule with the goals of the Tennessee State Standards in Foundational Literacy, Reading, Speaking and Listening, and prioritize building foundational skills in grades K-5. In alignment with our mission, vision and model, we know learner variability exists among all students. Encompass offers two different class structures within ELA/writing and math, that allow all students to receive the necessary support needed within core content blocks and to successfully build the foundational skills necessary for success in the later grades. The duration of time in each core class and associated instructional activities in **Attachment C**.

Middle School: Grades 6-8

Similar to grades K-5, all core classes will be offered simultaneously in 6-8, to allow for multi-age groupings. Also, similar to elementary school, there will be two staff members in each classroom. With two classes in each grade, one classroom will have a licensed content teacher and a special populations teacher. The other classroom will be comprised of a licensed content teacher, and a second adult will also be a 6-8 licensed teacher in a different content area. For example, in math, science teachers will serve as instructional assistants, and in science, math teachers will serve as instructional assistants.

Communicating the Model to Families

To date, we have directly informed **689 families** about our school model, gathered direct input from **543 families**, and have received interest-to-enroll forms for **509 students** whose families are interested in having them attend Encompass. These early data illustrate the strong demand and desire for a school model that provides a personalized learning approach for *all* students. We have created a “day in the life” schedule and sample assessment scores to demonstrate to families what a day at Encompass would look like for families (**Section 1.6, Table 46)**. Additionally, we have created an animated video explaining our school model to ensure accessibility to all families, regardless of their individual literacy level. As we describe in **Section 1.10,** we believe our best form of engagement is face-to-face and combined with our commitment to our community school model and whole-child development, our ability to continuously inform and receive input from families will continue to grow.

Below, we share a sample student schedule that we share with families when informing them about the model.

Sample Student Schedule: Meet Devin!

Meet Devin: he's joining Encompass as a 2nd grader. He enjoys video games and soccer and says he likes school "sometimes." His parents share that he had a bit of a hard time in first grade. He often struggled to get through the day, complaining he was "bored" or "distracted." His parents had mixed feelings about this: they're eager for him to get what he needs to be successful, but worry that his needs aren't being met.

Devin took a set of formative assessments when he arrived at Encompass. Here's what they showed:

Table 45: Initial Assessment Results

Skill	2nd Grade Beginning of Year Goal	Devin's Score	At, below, or above grade level?
Reading Fluency	70-90 words correct per minute	15 words correct per minute	Below
Reading Comprehension	26th percentile	14th percentile	Below
Writing Legibility	50 letters per minute	15 letters per minute	Below
Spelling	120 letters correct per minute	15 letters correct per minute	Below
Math fast facts	20 per minute	40 per minute	Above
Math Problem-Solving	26th percentile	90th percentile	Above

As you can see, Devin has some gaps in reading, but he's actually achieving above grade level in math. Imagine how frustrating it might be for a student like Devin to be in a traditional 2nd grade classroom: he'd likely experience deep frustration in the reading block, while feeling disengaged during math. Luckily, a mastery-based learning approach can ensure he gets what he needs, when he needs it, until he experiences success. **Table 46** shows what his schedule looks like at the beginning of the year.

Table 46: Sample Student's Schedule

Devin's Beginning of the Year Schedule			Teacher
Homeroom	8:00-8:15	Morning Meeting	Ms. Jackson
Literacy Block Mixed Age	8:15 - 9:15	**Personalized Learning** **Reading 1: Foundational Reading Skills** **RTI Group** *Kindergarten & 1st grade standards*	Mr. Washington (special populations teacher/interventionist)
	9:15-9:35	**Fluency Block** **Foundational Reading skills** *Kindergarten standards*	Self-directed
	9:35-10:15	**Mathetics** **Reading & Writing** *1st & 2nd grade standards*	Ms. Jackson (general education teacher)
Homeroom	10:15 - 10:30	SEL + Choice Time	Mr. Washington & Ms. Jackson
Math Block Mixed Age	10:30 - 10:50	**Fluency Block** **Math Fact Fluency** *3rd grade computation*	Self-directed + Ms. Cooper (instructional assistant)
	10:50-11:30	**Mathetics** **Math** *2nd-3rd grade standards*	Ms. Love (general education teacher)
	11:30-12:30	**Personalized Learning** Enrichment: Project-based learning *2nd-4th grade standards*	Ms. Cooper
Homeroom Mixed Age	12:30 - 1:00	Lunch	Instructional Assistants & Related Arts Teachers
	1:00-1:30	Recess	
Social Studies/ Science Mixed Age	1:30-2:20	**Mathetics** Social Studies + Science Rotation	Ms. Jackson and Mr. Washington
Enrichment Homeroom	2:20-3:20	Related Arts (physical education, art, music, etc.)	Mr. Hernandez (PE teacher)
Homeroom	3:20-3:30	Closing Circle + Dismissal	Ms. Jackson and Mr. Washington

As you can see, throughout the day, Devin is able to get personalized instruction in math and reading, while still finding community and consistency with his homeroom peers and teacher. After several weeks in these groupings, Devin's teachers administer another set of assessments. He makes progress in both reading and math. While he's still below grade-level expectations in some areas and above in others, his new groupings will be reflective of his needs - accelerating his and his peers' growth and mastery.

If Devin was a student at school who didn't use mastery-based learning, he would likely continue to fall behind in reading, even with school-wide interventions. In math class, Devin would likely be bored and become disengaged over time because he is above grade level and ready to learn more, but, the pace of his class doesn't account for this learner variability.

d. Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when they will begin, how often they will occur, and how they will be funded.

Extracurricular Clubs

Encompass plans to offer after-school programming through extracurricular programs that are driven by both student and teacher interest. We plan to offer programming that both teachers and external partnerships facilitate. Our goal is to provide enriching programming opportunities in Year 1, Monday-Friday, with a rotating schedule. We will plan to offer these at no cost to families through fundraising or partnerships. We will not know what our full offerings will be until we survey enrolled families and staff; below is a list of potential programming:

- Robotics/STEM-focused programming
- Art
- Choir/Theater
- Creative writing workshops
- Chess club

Our plans for extracurricular clubs differ from our plans for comprehensive after-school care. We have begun exploratory conversations with organizations that provide after-care. These organizations offer enriching programming within their own programming, and are aligned with our community school model to provide expanded and enriched experiences for students.

Athletics Programming

Encompass plans to offer a competitive athletic program at scale. Depending on the interest

of our families and students, we will potentially apply to join a local sports league in Year 8, that has a similar size in student population. We aim to offer at least one sport per season.

e. If Saturday School, summer school, additional remediation and tutoring after school hours, or other after school programming will be offered, describe the program(s), including those in alignment with Tenn. Code Ann. § 49-6-3115. Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

Saturday School

Encompass does not intend to offer formal Saturday School programming.

Summer School

Encompass plans to offer summer school at no cost to families. We will employ our instructional methods and curriculum described in **Section 1.3 Academic Focus and Plan** and aim to provide programming for 4 weeks at 7 hours per day, as reflected in our yearly calendar in **Attachment B**. Our staffing needs will depend on the number of students attending. We will offer a summer stipend for staff teaching summer school and have budgeted $15,000 for summer school programming starting in Year 1, with an increase of $1,500 each year to account for potential growth in enrollment. While we have included this in our budget projections in **Attachment AA**, we will leverage grant opportunities, external partnerships and fundraising as needed to ensure a fiscally sound program. Our summer school programming exists to serve three purposes:

1. Extended School Year (ESY): In accordance with IDEA, Encompass will offer ESY programming for students with disabilities. Eligibility is determined by considering several factors and with the IEP team's input.
2. Rising 4th graders: In alignment with Tenn. Code Ann. § 49- 6-3115, we will offer high-quality summer programming for rising 4th grades who scored *below* and *approaching*. We employ our internal attendance systems to support families to achieve the 90% attendance rate through transportation and other supports. These students will be identified through procedures for the 3rd-grade retention law. For students who scored *below* or *approaching,* and for promotion to occur, this will be mandatory.
3. Optional Summer Programming: Aligned with our community school model, we seek to extend learning opportunities that target out-of-school time. Summer learning opportunities for families interested in receiving academic instruction as well as enriching projects. Students will be identified by both staff and families.

Before and After Care

Encompass plans to partner with local organizations to offer before and after-school care to accommodate families' schedules. We will engage in more formal conversations in the future to solidify details. We have begun exploratory conversations with several organizations that provide before and after care, including Preston Taylor Ministries, Youth Journeyz, Blessed Babies, Schrader Lane Childcare and Learning Academy, and Carnegie Writers, as shown in **Attachment G.** We aim to provide before-school care from 6:45-7:45am and after-school care from 3:30-6:00pm. We further describe these partnerships in **Section 1.10.**

1.7 Special Populations

a. Describe the experience of the leadership team in working with special populations.

Leadership Team

The lead applicant of Encompass, Megan Garry, has extensive experience serving students with disabilities, multi-language learners, and intellectually gifted at the elementary, middle and high school levels. A veteran classroom teacher and administrator, Ms. Garry holds a Master of Education in Special Education degree from Vanderbilt University, Peabody College, ranked the #2 best graduate program in the country at the time of attendance. Additionally, Ms. Garry completed coursework in Applied Behavior Analysis (ABA) to become a Board Certified Behavior Analyst (BCBA). She also completed the Volunteer Advocacy Program (VAP), a 40-hour training on special education advocacy, through the Vanderbilt Kennedy Center and ARC Tennessee in 2017. Ms. Garry has completed over 64 hours of continuing education credits in behavior analysis in evidence-based methods to support all types of learners, behaviorally and academically. Most recently, she completed two 3-week residencies, totaling over 240 hours at two different schools that also use mastery-based learning. Her first residency at Morningside Summer Institute in 2022, where she engaged in a practicum and afternoon coursework, studying the latest evidence-based instructional methods proven to work for all learners. The second residency took place at Prospect Academy in Colorado, a charter school implementing MMGI and mastery-based learning.

Ms. Garry was an assistant principal at a Nashville elementary school and oversaw all student support procedures for RTI^2, special education, and multi-language learners. Within this role, Ms. Garry oversaw all processes related to special populations and developed procedures to ensure compliance and high-quality services for *all* learners. She managed a team of 6 student support educators, including paraprofessionals, special education and multi-language teachers. As an administrator, Ms. Garry designed and managed schoolwide implementation of Tier 2 behavior interventions, as well as Tier 3 behavior and academic interventions from universal screeners, training teachers on evidence-based interventions, progress monitoring data-based decisions, intervention adjustments and the child find process. She taught small groups through both RTI^2 and special education, trained and coached paraprofessionals, and special populations teachers, and trained general education teachers on behavior intervention plans (BIP).

b. 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 (d), (e), (f) and (g)?

Staffing plan

Out of the neighboring district schools, special education enrollment ranges from 15% to 27%. Our staffing and budget plan assume that 18% of Encompass's students will have an identified disability and 13% will identify as EL. This translates to approximately 9 students per cohort.

Table 47 illustrates our mission-aligned staffing model. This is further reflected in our budget in **Attachment AA.**

Table 47: Encompass Staffing Plan for Special Populations

Year	Cohorts	Special Populations Teachers (Special Education & EL)	Instructional Assistants	Additional Interventionists
1	5	3	2	-
2	7	5	2	-
3	9	6	2	-
4	11	7	2	1
5	13	7	2	2
6	15	7	2	2
7	16	8	2	3
8	17	9	2	3
9*	18	9	2	3

*Full growth

As we grow and at scale, our two-educator model allows our middle school teachers to act as instructional assistants for part of the instructional day in our elementary classrooms. Therefore, we do not add additional instructional assistants as we add middle school grades. Instead, these staff become additional support staff, providing individualized support across the school and prioritizing the needs of our special populations. Overall, our staffing model results in a 16:1 student-educator ratio at full growth.

In addition to classroom-based staffing, starting in year 1, Encompass will hire a full-time social worker, a Director of Personalized Learning, and a part-time Behavior Analyst to support our special populations. As Encompass's enrollment grows, these positions will scale to meet growing enrollment.

c. Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?

Encompass's equity-centered school model was designed with special populations at the center. Shifting away from the one-size-fits-all approach and embedding research on the presence of learner variability supports students - including special populations - more effectively. It is expected Encompass will enroll 18% of students with disabilities in Year 1 and 13% of English-language learners. As outlined in **Section 1.3**, intervention, special education, enrichment, and English-language learning time are embedded in our school design. Our academic model uses proven instructional methodologies[131] for special populations to ensure *all* students receive access to a high-quality education that is personalized and responsive to learner variability.

As described in **Sections 1.3** and **1.6,** our daily schedule embeds time to meet the needs of learner variability within our special populations. Students receive enrichment and targeted intervention (multi-language learners, special education, or RTI^2) *within* our extended academic block from qualified personnel.

Encompass will primarily utilize an inclusion model to provide students with the necessary support and services outlined in individualized education plans (IEP) and individualized learning plans (ILP). Our full inclusion model allows students to receive the support they need within the same setting as their peers, such as 1:1 support or small group instruction. If it is determined that a student's least restrictive environment (LRE) for certain services is not inside the general education setting, our flexible schedule and staffing model allow adjustments and for students to receive pull-out services in a special education setting. Students will receive any modifications or accommodations, as determined by their IEP or ILP, overseen by a special populations teacher. We further describe our use of MNPS's continuum of services below.

[131] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing; Stockard, J., Wood, T., Coughlin, C., Rasplica, K. (20020. All Students Can Succeed: A Half Century of Research on the Effectiveness of Direct Instruction. Lexington Books;

d. Describe the following related to students with disabilities:
i. Methods for identifying students with disabilities and avoiding misidentification or overidentification;
ii. Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;
iii. Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and
iv. Plans for promoting graduation for students with disabilities (high school only).

Identification and Monitoring

As part of the Individuals with Disabilities Education Act (IDEA), schools must implement procedures to identify, evaluate, and locate students who may need additional specialized services and are suspected of having a disability that could impact their educational experience. Encompass's school model fully complies with IDEA and the delivery of a Free and Appropriate Public Education (FAPE).

Encompass's use of the RTI^2 framework provides early intervention and prevention strategies before a special education referral. [132] A core tenet of RTI^2 is implementation fidelity. This is even more crucial as it relates to special education identification for some disability categories.[133] When implementation fidelity is low, and teachers and staff are not trained properly, there are significant negative implications for the Child Find process and overidentification can occur. Additionally, given the target community for opening, research shows that disproportionate special education assignments occur with students who identify as Black or African American as compared to students of other races.[134] Research has also shown that fidelity of implementation and professional development on biases can decrease overidentification and disproportionality. [135] As a result, Encompass employs robust systems and strong instructional coaching that prevent disproportionate identification from occurring. More on professional development can be found in **Section 2.5**.

[132] Tennessee Department of Education, Special Education Framework (2018), pg. 19, https://www.tn.gov/content/dam/tn/education/special-education/framework/sped_framework.pdf
[133] Barrio, B. L., & Combes, B. H. (2015). General Education Pre-Service Teachers' Levels of Concern on Response to Intervention (RTI) Implementation. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *38*(2), 121–137. https://doi.org/10.1177/0888406414546874; Hurlbut, A. R., & Tunks, J. (2016). Elementary Preservice Teachers' Experiences with Response to Intervention. *Teacher Education Quarterly,* 25-48.
[134] Scott, T. M. (2021, October 1). Implicit bias, disproportionate discipline, and teacher responsibility for instruction as prevention. *Preventing School Failure*, 65(4), 291- 300.
[135] Taylor, J. C., Hanley, W., Deger, G., & C. Hunter, W. (2023, May 1). Promoting Anti-Racism Practices and the Cycle of Critical Consciousness within Positive Behavior Interventions and Supports Frameworks. *Teaching Exceptional Children*, 55(5), 314 - 322; Gregory, A., Skiba, R. J., & Mediratta, K. (2017). Eliminating disparities in school discipline: A framework for intervention. Review of Research in Education, 41(1), 253–278. https://doi.org/10.3102/0091732X17690499

While RTI^2 will play a pivotal role in the Child Find process, according to 34 CFR §§300.304-300.311, "the use of RTI^2 strategies may not be used to delay or deny the provision of a full and individual evaluation to a child suspected of having a disability under 34 CFR §300.8." Encompass will use a Support Team (S-Team) Referral process to ensure compliance and timely, adequate support and evaluation without relying on our RTI^2 process. Encompass or a parent/guardian may utilize our support team process to refer a child for an evaluation. The support team will then meet to discuss the referral, current data (across all 5-layers of assessment), and any additional input from the referring party and/or staff. If the team determines that an initial evaluation is necessary, the school will meet with the parent/guardian to review the process and supporting data and obtain informed consent and written notice of the evaluation. The school team then has 60 calendar days to complete the evaluation and review results with the parent/guardian and school team. If the school team does not suspect a disability, prior written notice will be given to the parent/guardian for the denial to be evaluated. The school team will additionally educate and inform the parent/guardian regarding their rights through Tennessee's procedural safeguards throughout all processes regarding evaluation.

Encompass will employ an inclusive model aligned with Metro Nashville Public Schools (MNPS) continuum of services[136] to ensure the least restrictive environment (LRE) is available for all students with disabilities. It should be noted that based on student strengths and areas of growth, their LRE can be categorized differently within each area they are considered exceptional and are determined by the IEP team. For example, a student's LRE for math might be in the general education setting without special education support and in reading, receives direct special education services in a special education setting. Aligned with MNPS, Encompass follows the continuum of services:

- Inclusive services in general education settings without special education support
- Inclusive services in most general education
- Direct Special Education Services and/or Related Services provided in a special education setting for a small portion of the school day
- Direct Special Education Services are provided in a special education setting for the majority of the day.

Our systems of assessments and data analysis, described in **Sections 1.4 and 1.5,** include ongoing monitoring of progress toward IEP and ILP goals for students in special populations. Additionally, we extend these rigorous systems to analyze the progress of students considered "at-risk" frequently and are receiving Tier 2 or Tier 3 academic or behavioral interventions.

[136] MNPS Exceptional Education Session Presentation, April 2021, https://www.youtube.com/watch?v=8G2U7nxTrZI

Instructional Methodologies and Curriculum

Our academic model is designed to be flexible and responsive to student variability across all populations, including students with disabilities, English-language learners, and at-risk students. We have selected evidence and research-based curriculum that supports this model. MMGI specifically has been applied across all subgroups of students, including students with disabilities, students categorized at risk, and multi-language learners to great success. We describe our full academic model in **Section 1.3** and share specific instructional approaches designed to support catch-up and provide explicit instruction. Research indicates that the following instructional practices are best suited to support learner variability. [137]

- Direct Instruction
- Frequent feedback
- High rates of opportunities to respond
- High rates of behavior-specific praise
- Culturally responsive teaching

Monitoring and Evaluating with Authorizer

To ensure compliance of FAPE and high-quality instruction and outcomes, Encompass will adhere to all procedures and protocols of monitoring and evaluating the progress of students with disabilities. This will include data and systems related to Child Find, IEP progress reports, RTI^2 systems, and measurements to detect disproportionality of students with disabilities. and any additional measurements as outlined by the authorizer.

e. Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:

i. Methods for identifying EL students and avoiding misidentification;
ii. 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;
iii. Plans for ensuring individual learning plans (ILPs) are maintained and addressed;and
iv. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

EL Identification

Encompass will follow Tennessee State Board Policy 3.207 for English as a second language (ESL) policy and guidelines for minimum requirements for providing services to non-English language background (NELB) students who also have limited English proficiency (LEP).

[137] Johnson, K., & Street, E. M. (2013). *Response to intervention and precision teaching: Creating synergy in the classroom.* Guilford Press.

In alignment with State Board Rule 0520-01-19-.03, upon enrollment, the school will determine if a home language survey (HLS) has already been administered. If a HLS has not been administered, the school will administer one to determine the predominant language spoken in the home, what language the student speaks most often at home and the first language the student learned to speak. If any language other than English for any question, the student shall be categorized as a Non-English Language Background (NELB) student.

Students in K-8 will take the WIDA screener. Assessment and parent/guardian notification will occur within 30 days of receipt of the HLS. Kindergarteners who score a composite of 27 or below in the first semester will receive a minimum of one hour of EL services each day from a certified EL teacher. If the kindergartener is in the second semester and scores a 27 or below on speaking and listening, 14 or below on reading, or 17 or below on writing, they will transition and receive a minimum of one hour of EL services each day from a certified EL teacher. Students in grades 1st-8th who score below a 4.5 composite or 4.0 or below in any domain will receive a minimum of one hour of EL services each day from a certified EL teacher. Students who score higher than the above scores will not qualify for EL services.

Instructional Methodologies and Ongoing Monitoring

Encompass will utilize one or more of the six service delivery programs outlined by TDOE: sheltered English instruction, structured English immersion, specially designed academic instruction in English, content-based English instruction, pull-out instruction, and push-in instruction. As with all components of our model, student placement will be contingent on individual student needs, ILPs, and other factors. [138] In collaboration with the leadership team and EL teacher, delivery models will be personalized for all students.

Significant research for evidence-based practices for multi-language learners is described in **Section 1.3** and **Section 1.7 (f).** Many of these instructional strategies do not vary from effective instructional methods for students who are not categorized as multi-language learners.[139] However, the recommendations must consider a multi-language lens and require additional professional development and training to ensure culturally responsive practices. To ensure successful implementation and training by staff, Encompass will either provide in-house professional development and coaching or engage an outside consultant to oversee development.

[138] Tennessee Department of Education. (2018). English as a Second Language Manual, https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf
[139] Center for Applied Linguistics. Principles for Effective Instruction for English Learners. https://www.cal.org/publications/seven-principles-el/

Encompass will adhere to state board policy requirements for all teachers working with ELs to receive training on WIDA English language standards and ongoing coaching on evidence-based practices in instruction for English-language learners. Encompass will also partner with consultants to provide ongoing professional development for evidence-based practices for multi-language learners.

As part of our 5-layers of assessment, described in **Section 1.5,** students will receive ongoing progress monitoring to ensure proper placement and to act as frequent checks for misidentification. Our progress monitoring system is embedded in our academic model, which extends to all students, not just those in Tier 1.

Exiting EL Services & Transitional Years [140]

Students who receive a 4.4 composite or higher or a 4.2 or higher for literacy on the WIDA ACCESS for ELLs or Kindergarten ACCESS for ELLs shall be exited from Direct or Indirect ESL Services. Any student who exits Indirect or Direct ESL will be categorized as Transitional EL for 4 school years and Encompass will employ continuous monitoring for 4 years. Students who meet exit criteria in another state or non-public school, and the criteria is lower than Tennessee requirements, the exit decision is honored. Encompass will utilize 5-layers of assessment for continuous monitoring of the student's progress. Additionally, all former ELs will receive appropriate services and accommodations, to ensure success in academic courses.

- Transitional 1: first year of monitoring
- Transitional 2: second year of monitoring
- Transitional 3: third year after exit
- Transitional 4: fourth year after exit

Encompass will employ a reclassification procedure for exited EL students that might need to be readmitted into the ESL program should interventions, including both academic and nonacademic be unsuccessful. Encompass aligns with MNPS's procedures for re-entering the EL Program after Exiting via Access.[141]

- Step 1: A Support Team Meeting is held consisting of the parent(s) or guardian, school administrator, EL teacher, regular education teacher(s), EL Office representative, interpreter if needed, and other appropriate school staff.

[140] State Board of Education Chapter 0520-01-19 English as a Second Language. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2022-sbe-meetings/october-28%2C-2022-sbe-meeting/10-28-22%20IV%20N%20English%20as%20a%20Second%20Language%20Programs%20Rule%200520-01-19%20Clean.pdf

[141] MNPS English Learnings Handbook https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/English%20Learners/Handbook/9.7.22%20EL%20Handbook%2022-23.pdf

- Step 2: If the team recommends that the student re-enter the EL program, specific documentation justifying the re-classification is recorded and all members of the Support Team sign off in agreement.
- Step 3: A “Re-Entering the EL Program” form must be completed and signed by the parent(s)/guardian at this time.
- A copy of the re-entering form and documentation from the Support Team is sent to the EL office. The originals are filed in the student’s EL folder as a part of the student’s cumulative records.
- The student is scheduled for EL services as determined by the team.

Equitable Access

Our academic schedule is designed to ensure *all* students have access to academic programming that meets their needs. This means we embed services such as EL time into our daily schedule to ensure students do not miss core instruction or enrichment activities to access the necessary support and services. As described in **Section 1.6, School Calendar and Schedule**, we utilize an inclusion model with two licensed teachers to provide services to special populations.

f. Describe the following related to at-risk students:
i. Methods for identifying at-risk students through academic and behavioral processes;and
ii. 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 of At-Risk Students

As described in **Sections 1.4 and 1.5**, Encompass employs a rigorous RTI^2 system to meet the needs of all students and to identify students who need additional support early and often. While Encompass will not use RTI^2 systems to delay or deny special education evaluation requests, RTI^2 can play a role in the identification process.

Monitoring

Teachers and leaders meet at least 2 times a month to review assessment results. A school psychologist will participate in the Child Find and RTI^2 processes when necessary. The frequency of data review allows the team to make instructional or grouping adjustments. These conversations and meetings happen in collaboration with parents or caregivers. The response to inadequate academic performance aligns fully with RTI^2 framework. Potential outcomes can be:

- Increasing frequency of practicing
- Slicing back academic skill taught
- Explicit instruction on tool or component skill
- Increasing duration of intervention
- Increasing frequency of intervention
- Decreasing group size
- Adjusting curriculum
- Adjusting instructional methods

Programs, Supports and Strategies

As described in detail in **Section 1.3,** Encompass's instructional programs, supports and strategies derive from evidence-based research. Our academic model is designed to support the learning of all students, and to respond swiftly when students are not progressing. Specifically, we employ a systematic instructional design that carefully sequences skills and ensures fluency of foundational concepts prior to moving on to more complex academic tasks. We do this through the following:

Precision Teaching

Precision Teaching is an evidence-based instructional method for collecting data to measure learning daily. Through fluency timings and repeated practice, students receive targeted, individualized practice to build fluency, detect learning and misconceptions, and ultimately accelerate their learning. Our use of Precision Teaching is one of the most integral elements of our model, due to the sensitivity of this measurement to student learning. All students receive Precision Teaching in core content areas, allowing teachers to provide daily monitoring and intervene in a timely manner, when necessary. Ultimately, it decreases the probability of a student falling significantly behind.

Direct Instruction

An evidence-based instructional method to teach new content and skills through a systemic sequence of intentional instructional design and high rates of opportunities for responding and immediate feedback. Direct Instruction has decades of research on its efficacy across multiple demographics and populations, including individuals with disabilities (both high and low incidence), and those behind grade level. [142] Additionally, direct and explicit instruction are noted to be effective instructional methods for English-language learners. [143]

[142] Stockard, J., Wood, T., Coughlin, C., Rasplica, K. & Rasplica Khoury, C. (2020). All Students Can Succeed: A Half Century of Research on the Effectiveness of Direct Instruction. Lexington Books.
[143] Hollingsworth, J., & Ybarra, S. (2013). Explicit Direct Instruction for English Learners. Corwin.

Learning Channels

To ensure true mastery of a content or skill, we employ the use of learning channels, and focus on a specific learning channel (to ensure mastery) before we move to another one, on the same topic. When we don't break a complex skill down through the learning channel modality, we don't fully understand where a student's misunderstanding occurs.

- Example: we will first focus on a student becoming fluent in seeing a number and accurately saying the number's name, then move to the student hearing the number and writing it accurately.

Behavior and Social-Emotional Supports

In addition to our evidence-based academic model, we carry out our mission of supporting all students to thrive personally through support and services for the whole child, which extends beyond academics to include social-emotional, behavioral, and cognitive development. We have strategically scheduled targeted times throughout the school day to support all students in their social-emotional development. We will also leverage our RTI^2 framework to respond and support students identified as at risk of social-emotional or behavioral needs. As described in **Section 1.4,** students identified as "non-responders" to only Tier 1 supports can receive additional intervention or support through behavior interventions, counseling, or targeted small group instruction to address gaps in executive functioning or social-emotional development.

Similar to our academic progress monitoring data collection, we will employ the same measures for social-emotional and behavioral interventions. Especially since there is a disproportionate amount of students represented in special education[144], we must utilize robust systems to respond to data, the fidelity of implementation, and make intervention adjustments when needed.

g. Describe the following related to gifted students:
   i. 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
   ii. Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Our academic model is designed to support all students within all subject areas, including intellectually gifted students. Our universal screeners and survey-level and diagnostic

[144] U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. (2020). 41st annual report to Congress on the implementation of the Individuals with Disabilities Education Act, 2019. https://www2.ed.gov/about/ reports/annual/osep/2019/parts-b-c/index.html

assessments will be used not only for students at risk of falling behind but also for students ready for enrichment and deeper learning activities. Our academic schedule is designed to provide both intervention and enrichment to all students. Our personalized learning approach allows students to receive instruction tailored to their strengths and growth areas, which allows for students who are above grade level to engage in more project-based learning and enrichment activities. We achieve this through multi-age flexible student groupings; students receive instruction and rigorous learning within their zone of proximal development. Our instructional methods from **Section 1.3** are listed below in **Table 48**, and also are an ideal approach for individuals that are gifted and are ready for deeper academic enrichment programming.

Table 48: Enrichment Instructional Strategies

Method	Description
Fluent Thinking Skills[145]	A strategy to teach active reading, strong comprehension, study skills, active reading, and predicting information across all content areas. Students are taught how to generate questions and make predictions before reading. This procedure helps create proficient note-taking skills and is generalized across all content areas with passages and other informational texts.
Talk Aloud Problem Solving (TAPS)[146]	An evidence-based approach to teaching problem-solving skills that teaches students how to be an Active Listener and a Problem-Solver. This procedure includes “talk aloud” to allow for feedback and reinforcement of *critical thinking skills.* This approach can be applied across all problem-solving scenarios.s.
Project-Based Learning[147]	Aligned with research, Encompass will utilize PBL[148] ● flexible designs to increase opportunities for different learning paths ● generative, providing opportunities for students to develop new meaning ● include student interest through real-life experiences ● are realistic and span across multiple content areas
Jigsaw II[149]	Jigsaw II is a cooperative learning strategy that groups students together to learn and master academic content, a project or a

[145] Robbins, J. K., Layng, T. V. J., & Jackson, P. (1995). Fluent thinking skills. Seattle, WA: Robbins/Layng & Associates.
[146] Robbins, J.K. (2011). *Problem Solving, Reasoning and Analytical Thinking in a Classroom Environment.* The Behavior Analyst Today, 12(1).
[147] Johnson, K., & Street, E. M. (2013). *Response to intervention and precision teaching: Creating synergy in the classroom.* Guilford Press.
[148] Boss, S. & Krauss, J. (2018). Reinventing Project-Based Learning. International Society for Technology in Education.
[149] Slavin, R. E. (1980). Cooperative learning in teams: State of the art. *Educational Psychologist, 15*(2), 93–111. https://doi.org/10.1080/00461528009529219

	discussion.

Encompass's model of generative instruction, as explained in **Section 1.3** also aligns with supporting gifted learners, as this instructional design provides opportunities for students to generate new blends and combinations of skills within the context of real-life application.

Additionally, we will utilize our Child Find procedures to search and identify students who need additional services, and since intellectually gifted is a disability category in Tennessee, Child Find procedures also extend to these students. Similar to the other end of the spectrum, if a referral for evaluation is submitted by a staff member or parent/guardian, the S-team process will begin, and the team will convene to analyze current data and determine if an evaluation is warranted.

1.8 School Culture and Discipline

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

See Attachment D.

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.

We know that students learn best when they feel safe, seen, and supported.[150] Through our integration of mastery-based learning and whole child development, learning, and thriving, our school culture archives just that.

Encompass's approach to school culture is deeply aligned to our mission and vision, and our Core Values:

> All Means All: Every person in our community has access to the resources they need to be successful and thrive. Every member of our community is seen and celebrated for their unique contributions and gifts.
>
> Agency: Students and staff have ownership of their learning journeys and contribute meaningfully to the school community.
>
> Community: We know we are better together. During times that are challenging or celebratory, we come together to support each other. The work of growth and achievement cannot happen without strong partnerships with our staff, students, families and community organizations.

We strive to create a school where students feel safe to take chances, to learn, and to grow. Where they celebrate their own successes and the successes of others, and offer support to others on their path. Where staff emanate joy, love and a sense of possibility to their colleagues and their students. Where families and community members feel welcome, respected, and valued at our school. Where accountability is high, but so are flexibility and joy. When these things are true, in combination with our commitment to Mastery Based

[150] Cantor, P., Lerner, R. M., Pittman, K.J., Chase, P.A. & Gomperts, N. (2021). Whole-Child Development, Learning and Thriving. *Cambridge Elements Child Development.*

Learning and Whole-Child Learning and Thriving, we know that students will thrive academically and personally.

In order to achieve this vision, Encompass implements an integrated Positive Behavioral Interventions and Supports (PBIS) and Restorative Practice (RP) approach to schoolwide culture.

PBIS is a multi-tiered approach to teaching, managing and responding to student behavior. Similar to RTI^2, PBIS is a proactive approach designed to provide universal support to all students and more intensive support to students in Tier 2 or Tier 3. The most successful PBIS systems are those that provide explicit teaching of behavioral expectations with a high rate of opportunities to practice and receive feedback.

Restorative Practice enhances the values and needs of a school community by promoting healthy staff-to-staff, peer-to-peer, and student-to-staff relationships, as a way to reduce or prevent occurrences of maladaptive or harmful behaviors. Restorative Practice prioritizes conflict resolution that holds individuals or groups responsible while focusing on relationship repair. The use of RP has significantly reduced exclusionary practices such as suspension; in some studies, this reduction was over 85-88% after one year of implementation. RP has also been shown to reduce and address the disproportionality of punitive practices on minoritized students.[151]

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.

Successful implementation of PBIS and RP requires that all supporting elements are fully integrated into the school model, systems, and procedures with a clear action plan for training and implementation.[152] Additionally, integrating schoolwide culture systems with the RTI^2 framework is essential. Achieving this requires thoughtful planning, strong staff training and ongoing development, ongoing student instruction and support, and strategic engagement with families.

[151] Vincent, C. G., Inglish, J., Girvan, E. J., Sprague, J. R., & McCabe, T. M. (2016). School-Wide Positive and Restorative Discipline (SWPRD): Integrating School-Wide Positive Interventions and Supports and Restorative Discipline. R. J. Skiba, K. Mediratta., & M. K. Rausch (Eds.), Inequality in School Discipline, 115–134. New York, NY. Springer Nature.
[152] Evanovich, L. L., Martinez, S., Kern, L., & Haynes, R. D. (2020). Proactive Circles: A Practical Guide to the Implementation of a Restorative Practice. *Preventing School Failure*, *64*(1), 28–36. https://doi.org/10.1080/1045988X.2019.1639128

Staff Training, Ongoing Development, and Monitoring

Research has shown that without intentional training and ongoing coaching, staff implementation fidelity of any system or structure will suffer, [153] and target outcomes will not be reached. This applies to both academic and school culture systems. As outlined in **Section 2.5 Professional Development** and **Section 1.5 Assessments**, Encompass has a robust plan for a cycle of training, development and monitoring of both academic and culture systems to ensure staff;

1. Develop key skills and mindsets around school culture;
2. Receive personalized support and coaching around fidelity of implementation; and,
3. Analyze outcomes to identify if adjustments to strategy are necessary.

This begins with **teacher onboarding**, where teachers receive extensive training on PBIS, RP, Proactive Circles, and schoolwide norms and core values. Teachers have ample opportunities to practice and receive feedback and to collaborate with other faculty. Additionally, teachers receive training on additional support for students receiving Tier 2 and Tier 3 interventions.

As part of our coaching and professional development model, teachers **receive weekly or bi-monthly observations and coaching meetings** with an instructional leader (Executive Director, Director of Personalized Learning Assistant Principal or Dean). These check-ins include a fidelity observation checklist for schoolwide systems and overall implementation and additional coaching and support as necessary.

In addition to individual coaching and support, **monthly grade-level team meetings** will review trends in behavioral data, discuss trends in behavior, and identify areas to address as a team.

As part of our schoolwide quarterly stepbacks, staff also review school-wide culture trends, share perspectives on strengths, and identify growth areas. When applicable, staff will apply the 6-step problem-solving sequence as described in **Section 1.5 Assessments.**

Taken together, this approach ensures that our team has proactive and reactive support, as well as time for both individual and team development. The outcome is an aligned and enriching approach to student culture that supports our vision of creating a safe, joyful, and productive learning environment.

[153] Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. American Journal of Community Psychology, 41, 327–350. doi:10.1007/s10464-008-9165-0.

Student Instruction and Support

Just like our staff, students thrive when they have opportunities for explicit instruction, embedded practice, and contextualized feedback – be it for new academic content or culture-based skills and systems.

To achieve this, Encompass leverages Proactive Circle Procedures as a tool for explicit instruction, community building, and problem-solving around school culture. While the content of Proactive Circles varies depending on the need and development levels of students, they follow a shared general structure:

Step 1: Greeting/Focusing Moment
Students come together as a group, greet one another and set a focus for their time.

Step 2: Feelings Check-In
Students have an opportunity to check in with how they are feeling, allowing the facilitator a quick overview of how participation could look and which students might need a check-in after Circle.

Step 3: Activity
The activity during the circle varies based on the purpose. Potential examples: teaching rules for a field trip, reviewing core values and identifying aligned actions, increasing community by getting to know you activities, addressing maladaptive behavior, how to respond when a friend doesn't want to play. Note: the type of activity varies based on developmental level and will increase in complexity as students progress through Encompass.

Step 4: Farewell/Closing
The group completes through a short reflection around what went well, what they learned, and how they'll apply their learning.

At the beginning of the school year, students receive explicit instruction through Proactive Circles and Mathetics (**described in Section 1.3**) on schoolwide norms, rules, and core values. This ensures students have ample opportunities to learn, practice, and give and receive feedback. During this time, students can participate in developing the norms of their classrooms and small groups with the support of their teachers.

While the initial instruction and practice are an integral part of building a strong culture, ongoing and responsive support is also necessary. As outlined above, teachers review individual and group trends on daily, weekly, monthly and quarterly cycles. When opportunities for additional support are identified, the Proactive Circles framework can be applied to one-on-one, small groups, and class- or school-wide support. It can also be leveraged to support a conflict between students. Because students learn and internalize the format and cadence of Proactive Circles, it becomes a safe and predictable structure that can be leveraged in more responsive moments.

Family Engagement, Input, and Collaboration

Families and community members will receive an overview of Encompass and our school culture systems during enrollment. Additionally, as described in **Section 1.4,** we will utilize monthly surveys and other platforms to communicate with families regarding their experiences and perspectives. **Section 1.10 Parent and Community Engagement and Support** shares additional information about how Encompass partners with families to both share important information regarding key school expectations and systems, as well as to share and solicit feedback on student progress.

Midyear Enrollment

When students join our community during the school year, it is critical that they, too, receive opportunities to learn and practice key culture systems, as well as to develop relationships with teachers and peers that will support their entry into the community.

When this occurs, the leadership team and homeroom teacher will create an individualized onboarding plan to ensure students are set up for success from the time they start at Encompass. This plan will include a timeline for teaching our school-wide systems, routines, and procedures; individual check-in times with the student and their homeroom teacher to check in on their progress and adjust support as necessary, and the assignment of a classroom “buddy” to act as an additional support.

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.

Encompass is committed to supporting *all* students and is proactive in supporting students who need additional or alternative methods to achieve success. PBIS and RP are both research-based approaches that explicitly support learning and development for special populations.[154] Encompass will utilize evidence-based methods for teaching the skills within

[154] PBIS and Students with Disabilities https://www.pbis.org/topics/students-with-disabilities; Gadd, S. & Butler, B.R. (2019). Promoting Equity and Inclusion using Restorative Practices for Students with and At Risk for Disabilities. https://files.eric.ed.gov/fulltext/ED601052.pdf

both frameworks, including modeling, direct and explicit instruction, high rates of opportunities to respond, and opportunities to receive frequent praise and feedback.

As always, Encompass will comply with all laws and regulations pertaining to IDEA and Section 504 of the Rehabilitation Plan of 1973. This includes ensuring that:

1. We adhere to all accommodations and modifications outlined in a student's IEP or 504 plan;
2. If/when a student who qualifies for special education services is subject to disciplinary action, their case manager and any related service providers are involved to ensure alignment with their individual plans; and,
3. If a student reaches more than four days suspension, 10 days suspension in a school year, or a single suspension that is five days or greater, a manifestation meeting will take place and the outcome of that process will determine the most appropriate course of action for that student.

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

See Attachment E.

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

I. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
II. A list and definitions of the offenses for which students in the school must (where nondiscretionary) 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;
III. An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
IV. The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and
V. How students and parents will be informed of the school's discipline policy

The goal of Encompass's discipline policy is not to create a punitive environment, but rather to support students in building self-awareness, communal responsibility and respect for others. Encompass's policies and practices for student discipline were designed to support a school environment that fosters whole child development, while using evidence-based

practices to respond to behaviors that meet expectations and behaviors that do not. We have aligned our policies and practices with MNPS and state guidelines.

Attachment D and **Attachment E** provide guidance on our specific policies and discipline policy. In particular, these documents fully enumerate 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; as well as how students and parents will be informed of the school's discipline policy.

Proactive Strategies and Incentives:
Behavior science research tells us that behavior change won't happen without frequent opportunities to engage in a behavior coupled with reinforcement. [155] Encompass's use of an integrated PBIS and Restorative Practice approach allows ample practice and reinforcement opportunities.

PBIS alone relies heavily on arbitrary reinforcement strategies, which are not always a direct result of a behavior. Examples might include special dress days, bonus points or celebrations. These arbitrary reinforcement strategies can motivate students in the short term, but alone, they fail to create long-term gains and habits, which is our ultimate goal. As a result, we rely more heavily on natural reinforcement strategies. Natural reinforcement directly results from a behavior and doesn't rely on anyone else. This is often referred to as intrinsic reinforcement, where students realize the value of their choices and behaviors.

Encompass will use different strategies to model this kind of natural reinforcement, such as reinforcing language, positive logical consequences, and earning time to reinforce positive behaviors. In elementary school, staff will focus on laying the foundation for students to internalize the natural reinforcement of working hard, being a good teammate and owning their learning. Examples of this include: teachers providing behavior-specific praise to a group of students who worked together cleaning up after choice time, celebrating an individual student meeting their fluency goal and asking the student how it feels to reach that goal, thanking students for following their classroom rules with their volume level, and highlighting moments where students received feedback and grew. While these moments will happen throughout the school day, staff will especially highlight them during our social-emotional learning time during morning meeting, choice time and closing circle. Sprinkled throughout these moments, staff will coordinate special rewards, as described

[155] Johnson, K., Street, E.M., Kieta, & A. R., Robbins, J. K. (2021). The Morningside Model of Generative Instruction: *Building a Bridge Between Skills and Inquiry Teaching.* Sloan Publishing.

above, to continuously work towards developing intrinsic motivation and to reach students who might need to start first with arbitrary reinforcement.

In middle school, staff will prioritize opportunities for practice and receive praise and feedback on increasingly complex characteristics and skills that align with our 8th grade graduate profile in **Table 28.** These characteristics and mindsets ultimately translate into critical thinkers, problem-solvers, and collaborative and inclusive doers. Examples within middle school include students actively supporting each other and listening to the thinking of their classmates during a rigorous project task and the teacher providing praise and encouragement for not just their progress on the task but for the *way* they work *together.* To continuously support students in engaging in behaviors and decisions that better themselves and our community, teachers will also provide frequent opportunities for students to reflect on their work and contribute to their own learning and the learning and growth of the community. Similar to our approach in elementary school, staff will plan in collaboration with students, moments of celebration through special recess, enrichment activities and more. Again, the purpose of these activities is to continue to build and strengthen community, as well as support students who need external reinforcement to develop intrinsic motivation.

Response to Misbehavior

Attachments D and **E** detail specific behaviors and responses. These policies are aligned to both MNPS guidance and our research-based holistic school model rooted in Whole-Child Development, Learning, and Thriving. Just as our positive/proactive incentive strategies are designed to leverage opportunities for practice paired with reinforcement strategies, so, too, are our responsive strategies for addressing misbehavior. The ultimate goal is to leverage consequences that develop natural reinforcement and intrinsic motivation for more positive behaviors.

Examples of these strategies include:

1. Reminding and redirecting language, delivered in an instructive tone;
2. Use of daily points that directly connect to our core values;
3. Logical consequences such as “you break it, you fix it” or “lost privilege;” and,
4. Break.

Teachers are also able to leverage Proactive Circle Procedures and/or conferences to do more robust reflection, instruction and practice as necessary.

Special Populations

1. Students with Disabilities:
   Nothing in the Encompass Handbook or Discipline Policy will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans with Disabilities Act.

   Any student receiving special education services or who has been identified as a student with a disability under IDEA, who violates any rules, regulations or laws as alleged shall trigger an IEP team meeting consisting of school personnel, the student's parents/guardians, and any educational professional with special knowledge of the student. The IEP team will be responsible for determining if the student's conduct warrants a change in placement, amendments to the IEP and/or disciplinary actions If the IEP team determines that the student's conduct is not a manifestation of the student's disability, Encompass leaders shall determine what, if any, disciplinary actions shall be taken with regard to the offenses that the student has been found to have committed. The IEP team shall also have the authority to consider, recommend and implement any changes in the student's IEP or education placement. If a student with disabilities has an IEP that includes disciplinary guidance, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidance may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above, and in compliance with IDEA.

2. English Language Learners:
   Any student receiving EL services or who has been identified as an English Language Learner who violates any rules, regulations or laws as alleged shall as a part of any disciplinary action, engage in a thorough review to ensure that the student's misconduct was not a manifestation of language or communication barriers. In such cases where language or communication barriers were a factor in the student's behavior, response to intervention will be considered. Students for whom it is determined that language was not a factor in misconduct may be disciplined in accordance with the school's discipline policies and procedures. Care will be taken to ensure that communication with families who are non-native English speakers is coupled with translation and/or interpretation. Encompass has hired a bilingual community engagement specialist, who is also a resident of our proposed community. This individual is currently supporting our work to ensure all families have access to information about our proposed school. For written translated text, Encompass will

utilize a secondary reader to ensure it is error-free and communicates the original meaning and intent to ensure valid and reliable translations.

3. Students At-Risk:
   Research shows a correlation between academic performance and student conduct. Our school model strives to support students and staff in identifying patterns and triggers in behavior and to name when academic challenges and/or boredom might be influencing behavior patterns and utilizing S-team procedures when necessary.

Ownership of Discipline at Encompass

As mentioned above, staff and leader implementation are crucial in executing our plan for schoolwide culture. Without effective training and implementation, our school-wide culture plan will suffer. While we recognize that staff will require initial and ongoing training on our unique practices, we also plan for hiring practices that ensure aligned mindsets, values, and experience are prioritized. First and foremost, all staff, regardless of their position, will play an active and positive role in supporting our prevention and reactionary procedures for behavior. We recognize that sometimes, a student's needs go beyond the capacity of classroom teachers, and far too often, teachers are left to figure out support systems on their own.. To combat this, we are intentional with our staffing model and will have specific roles that will take on more of a primary role as it pertains to discipline policies; these individuals also make up the Support Team (S-team), as described in other sections.

The Executive Director and Director of Community will manage culture and discipline in years 1 and 2. However, all staff members are responsible for discipline at Encompass. In year 3, a full-time Assistant Principal will be hired and will support school-wide culture and discipline in grades K-5, in collaboration with the Director of Community. As detailed above, a robust plan for annual and ongoing development around culture and discipline are provided to all staff members to ensure they are well-prepared to implement discipline practices in a consistent and equitable manner. For more serious or repeated infractions, or for behaviors that require additional reflection, relationship work suspension or expulsion, a member of the Encompass Leadership and/or Student Supports team will support discipline. Job descriptions for these roles are included in later sections of this application.

1.9 Recruitment and Enrollment

a. Provide as Attachment F the proposed school's Enrollment Policy, which should include the following:

i. Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
ii. Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. §49-13-107;
iii. Any proposed articulation agreements, pursuant to Tenn. Code Ann. §49-13-113;
iv. Identification of any pre-admission activities for students or parents;and
v. Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

The enrollment policy is included as **Attachment F.** The enrollment policy prohibits discrimination on the basis of race, color, religion, natural origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance. The Encompass Board of Directors ensures that admissions policies and procedures comply with federal, state, and local laws and policies.

b. Describe how parents and other members of the community will be informed about the proposed school.
c. Describe how you are assessing the demand for your school. Include data and factors, including methodology and calculations used to determine projected enrollment and needs within the community.
d. Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions,etc.

As outlined in **Section 1.10**, the Encompass team has been engaged in robust community engagement for many months, seeking input and perspective, assessing needs, and gauging interest. This work has been instrumental in the design of the school, but it has also provided important context about how best to reach our community of parents.

Specifically, Encompass has leveraged a community engagement team composed of three parents, two of three attended school in our target zone and currently reside there. As outlined in **Section 1.10,** this team has spent hundreds of collective hours knocking on doors, staffing information booths, hosting listening sessions, and soliciting feedback. In that time, we've gleaned valuable lessons about how best to truly reach the diverse members of our

community. In particular, we've learned that our approach to communication must be accessible, mobile, and digital, with a heavy emphasis on mobility and accessibility. Many families lack consistent access to digital tools, internet and/or transportation. If we want to reach them, we have to meet them where they are. That means, we will continue to prioritize low-tech face-to-face engagement in spaces where families already engage and buttress that work with digital outreach, direct mail, and opportunities for virtual engagement.

Therefore, our community engagement and recruitment strategy has centered and will continue to be rooted in accessibility. We believe the best form of continued engagement and communication is face-to-face to allow and will prioritize efforts that result in direct conversations while offering digital engagement through marketing and virtual meetings. These have and will continue to take the following forms:

1. **Partnerships with local daycares and learning centers:**
   We have begun to develop partnerships with five local daycares and learning centers, two of which are interested in future partnerships for before and aftercare for students (North Head Start, Tom Joy Head Start, Richland Head Start, Schrader Lane Childcare and Learning Academy, and Blessed Babies Learning Academy). The community engagement team has attended several events across all five locations and met the leaders to discuss Encompass Community School and receive their input and feedback. We view these partnerships as a core component of our recruitment, enrollment, and engagement strategy, as these families are/will be actively searching for kindergarten options for their students.

2. **Partnerships with Community Organizations and Faith-Based Organizations**
   As described in **Section 1.10**, one of the main levers for engaging the community has been partnering with organizations, attending events and sharing information about the proposed school. We will continue this work in earnest as the school nears opening. We have partnered with Dream Streets mobile food distribution at Cumberland View, Cheatham Place and Andrew Jackson Courts to receive input and feedback from our proposed community.

3. **Targeted Marketing and Social Media:**
   We also maintain updated social media platforms as well as our website to ensure digital accessibility, as shown in **Figure 20** and **Figure 21**. All data shown below is acquired through internal community engagement efforts.

Figure 20: Website visits as of 1/21/24

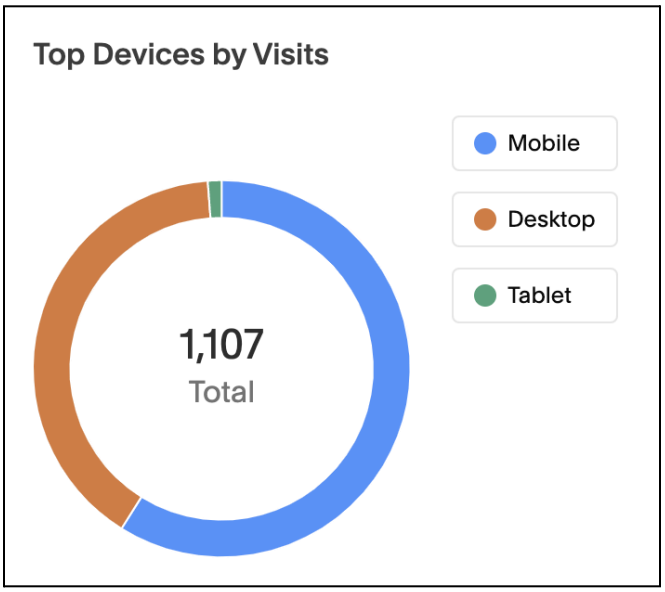
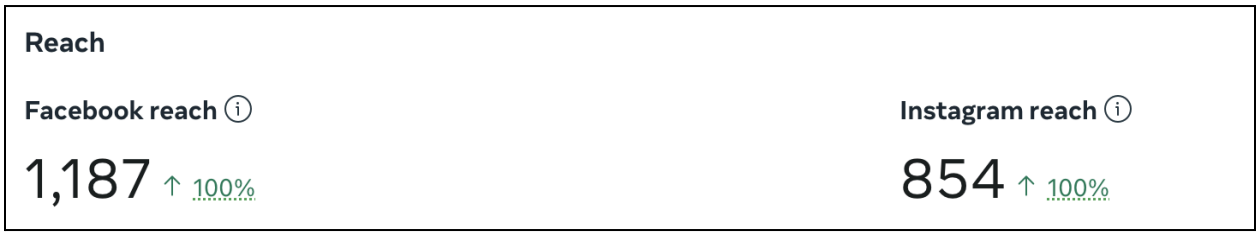


Figure 21: Social Media Reach as of 1/29/24



As opening nears, we will execute additional targeted marketing and outreach efforts to ensure wide distribution.

Enrollment Demand

In addition to these static data, the outreach team has collected compelling dynamic data to suggest a strong demand for enrollment as well. Through our hundreds of conversations with families, we asked families directly if they would have an interest in enrolling their students. At the time of submission, we have received a total of **509 interest-to-enroll forms.** Of those, 101 were viewed as ineligible due to their grade level, not listing their grade level, or being located outside of Davidson County. However, the remaining **408** indicated interest in enrolling their student(s) and, of those, **84% reside in the Whites Creek or Pearl Cohn Clusters.**

With a strong community outreach team, established relationships and community partnerships, a commitment to continued engagement, many months of time, and compelling static data regarding overall residency and enrollment trends, there is confidence that there is sufficient demand for Encompass and the team will be able to reach the community to enroll the school sufficiently.

Section 1.2 outlines in tremendous detail the data and rationale for target enrollment projections and outreach strategy. In that section, we provide robust evidence to prove that, in addition to our strong community engagement and high rates of enrollment interest, the number of students residing within our proposed community illustrates a highly populated area and, therefore, a strong indication of enrollment. While the Pearl Cohn and Whites Creek clusters span several ZIP codes, we share data across only 4 of them. According to 2020 Census data, there are a total of 7,066 children under 5 and 5,741 children between 5 and 9 years old. Using zoned enrollment data combined with census data, our proposed communities of the Whites Creek and Pearl Cohn Clusters illustrate not only a demand but also the ability to reach our enrollment goals.

e. Describe in detail the recruitment and marketing strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

The Executive Director will lead the enrollment and recruitment strategy in partnership with the community outreach team and the Director of Operations and Finance (starting in January 2025). **Table 49** outlines our recruitment and engagement timeline.

Table 49: Timeline for Opening Year Recruitment and Enrollment

Time	Description
September 2023-Ongoing	• School information available on the website and social media • Outreach to community organizations and local daycares and learning centers • Recruit input from community organizations, community members and families to inform school model • School founder and community engagement team attend community events, weekly door knocking within the proposed community, hold virtual information sessions and meet with local organizations
February 2024-April	• Charter Application submitted and reviewed by local LEA

2024	
April 2024-October 2024	• Charter application potentially approved and school site confirmed for prospective families.
September 2024	• Enrollment lottery process approved by Tennessee Department of Education.
*October 1, 2024 - February 28, 2025 *contingent on authorization, application potentially available earlier depending on authorizing timeline*	• Enrollment applications made available on the website and in print • Continuous engagement with a current list of interested families for enrollment through door-knocking, phone calls and marketing campaigns • Daily monitoring of application submissions by Executive Director to inform recruitment and enrollment strategy • Community engagement information sessions, both virtual and in-person at community centers, daycare partners and other events • Continued door-knocking of neighborhoods in proposed community
February 28, 2025	• Applications due to be postmarked or submitted electronically (dates TBD by MNPS)
March 1, 2025	• Lottery
March 3, 2025	• Families notified
March 22, 2025	• Intent to enroll decisions due
April 1, 2025	• Open seat offers made from wait list
May-July 2025	• Any openings that surface are filled from the waitlist
August 6, 2025	• School opens with Kindergarten, 1st, 2nd and 3rd grade fully enrolled

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

As outlined in **Section 1.2 Enrollment Summary**, the goal is that our proposed student enrollment reflects our proposed community. The available data suggests that the vast majority of our students will be families categorized as economically disadvantaged,

academically low-achieving students, students with disabilities, English learners, and/or students at risk of academic failure.

To achieve our goal of enrolling a student population at Encompass that mirrors that of our target community, it is critical, then, that we align our enrollment and recruitment efforts to ensure equal opportunity for these students. As outlined above, our core outreach strategies align to this commitment and include; being on the ground in our community and clearly naming that our school is non-selective, inclusive, and designed to support all students.

g. Describe student recruitment after the proposed school has opened. How will it differ from pre opening recruitment?

Encompass will closely follow the authorizer's calendar for recruitment and enrollment after opening. In terms of strategy, we will reflect on strengths and areas of growth after our first enrollment season by analyzing quantitative data and seeking feedback from families who did and did not choose to enroll their students. We'll use that data to adjust our strategy moving forward. That said, we intend to take a vastly similar approach post-opening as we did pre-opening. Specifically, we'll continue to:

1. Invest time and resources to robust recruitment and outreach;
2. Prioritizing face-to-face opportunities in accessible spaces with prospective families; and
3. Maintaining and expanding community partnerships.

Additionally, we will be able to host on-site tours, information sessions, and other events at the school. These will be scheduled times each month. Our Director of Operations and Finance and Director of Community will collaborate with prospective families to create a transportation plan for any families identifying transportation as a barrier to attending a school tour. We also anticipate increased interest and more natural demand as we build name recognition.

h. Describe student recruitment after the proposed school has opened.
- How will it differ from pre-opening recruitment?
- Please identify how this will differ from current enrollment strategies.

Not applicable. Encompass Community School is a Category 1 applicant.

1.10 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.

Outreach Strategy

Community is one of Encompass's three core values and drives our engagement work. Linking arms with families and community members is essential to achieving our ambitious goals. We cannot assume we understand the needs, perspectives, and experiences of families within our proposed community, nor can we generalize the experiences of individuals or small groups. Safir and Dugan coined the term “street data” or “street-level data” to capture the importance of the qualitative and experiential data that emerges at eye level and isn’t available through quantitative measures.[156] To that end, the Encompass team has invested eagerly in collecting street-level data to inform school design.

Over the past two years, the Lead Founder and the Community Engagement team have invested hundreds of hours in community engagement to ensure that we were hearing the voices of the community. The Community Engagement team is made up of several parents from our proposed community. Their time was spent primarily:

1. Conducting exploratory interviews
2. Volunteering and relationship building
3. Partnering with community organizations
4. Attending community events and talking with community members
5. Door knocking and conducting community surveys
6. Marketing, social media, and virtual meetings

As an example - the lead applicant spent more than 80 hours volunteering at organizations that serve our proposed community and provided tutoring and free achievement testing for 33 families at two different summer camps.

For all events, the goals and strategies were similar:

1. Show up **TO** families:
   We knew it would be important to show up where families already congregate - as opposed to having a “come to us” strategy. We conducted community mapping exercises, networked with local faith-based organizations, community organizations

[156] Safir, S. & Dugan, J. 2021. Street Data: A next-generation model for Equity, Pedagogy and School Transformation. Corwin.

and childcare centers, and asked individual families about the organizations that were most connected in their community. We then reached out to those organizations to learn more about the work they do and where we might be able to support their work and find potential opportunities to share information with families.

2. Create opportunities to listen:
   Particularly in the early stages of our work, the goal was to seek design input. So listening was critically important. We showed up with ideas and questions, not a pitch. We sought input from families about their experiences, needs, desires and perspectives.

3. Create opportunities to share:
   When we did share ideas about Encompass's design, we did so with the express purpose of seeking feedback on how those ideas did or didn't align to the needs of the community.

Validity of Responses

To ensure valid responses, the team leveraged several strategies.

First, during exploratory interviews, we partnered with a third-party research organization, Open Jar LLC.

Additionally, when conducting any type of face-to-face engagement, two individuals were present at all times. Both individuals took separate notes during conversations and compared notes, responses, and perspectives following conversations.

Our goal was to have authentic conversations with community members, so we aimed to ask open-ended questions to allow for genuine and unrestricted responses. However, to allow for a targeted analysis of family/community demand, support for our opening, and enrollment interest, we asked and captured responses to three questions that have a closed response to allow for a targeted analysis. **Table 50** includes a list of these core questions.

Table 50: List of questions for engagement

Question	Open or Closed-Ended	Provided Responses (applicable to close-ended)
If you can imagine your dream school, what would it include?	Open	n/a
In your experience, what is going well in school? What are schools doing that you appreciate?	Open	n/a
What else should we consider? Think of things that you wish schools did better or things that have gone well in your experience with schools.	Open	n/a
Do you think the North Nashville Community needs an additional school option for parents/caregivers?	Closed	- Yes - No - I need more information
Why do you think that? *In response to their answer for the question above*	Open	n/a
Would you support the opening of Encompass Community School?	Closed	- Yes - No - I need more information
Would you be interested in enrolling your student at Encompass Community School?	Closed	- Yes - No - I need more information - I don't have school-aged children

Themes in Feedback

Throughout this work, our team heard several common themes that influenced school design.

Theme 1: More Robust Academic Support	
Feedback	***Impact on Model***
Almost universally, community members and families we talked to wanted more academic support for students. We often heard requests for things like 1:1 support or extra tutoring. Families often shared a frustration that when they saw their students struggling with work, they were unable to provide the appropriate support themselves and were hungry for a school that would provide this on behalf of their students. While families would love a world where students didn't fall behind in the first place, they were eager to know that support would exist for their students if they needed it.	As described in **Sections 1.3, 1.4 and 1.5**, our academic model, MMGI, is deeply aligned to this feedback. The personalized, responsive framework has a proven track record of academic success for all students, with growth exceeding one grade level per academic year for students behind. Our staffing model includes dual teaching teams from day one, and school-wide interventionists beginning in year four. As outlined in **Section 1.5,** our approach to assessment and ongoing performance tracking ensures that we're aware of all students' ongoing development and are able to deploy resources to any students who need additional support.

Theme 2: Accessibility	
Feedback	***Impact on Model***
Time and again, families communicated a frustration that there were good options for kids in Nashville, but that - without reliable transportation - they couldn't access them. We heard other families who had made great sacrifices to enroll their students in out of zone options. This required long	Encompass proposes to open in southern Whites Creek or Pearl Cohn. Based on feedback, we have increased our transportation projections from providing transportation to 50% of student enrollment (as is typical for other charter schools) to 75% of families. We believe that this increase in free and timely transportation

commutes, attending school outside of their community, complicated juggling around transportation, etc. Regardless, we heard families loud and clear: they want high quality, and truly accessible school options for their families.	will have a positive impact on student achievement and absenteeism.

Theme 3: Social-Emotional Support	
Feedback	***Impact on Model***
Families and community members have shared a consistent demand for more social-emotional development. Families want to know that their students are learning at school, but also that they feel safe and seen. Additionally, they want to know that students are learning and practicing the skills they need to be successful and independent. Specifically, parents requested accessible counseling, student mentorship, and a more intensive approach to bullying.	As outlined in **Section 1.8**, Restorative Practice, Positive Behavioral Interventions and Supports (PBIS), and Proactive Circles are the cornerstone of our approach to culture. These systems ensure proactive, responsive and holistic support around individual and community social emotional support. Additionally, our staffing model includes a full-time Social Worker, Director of Community and part-time Behavior Analyst - all of whom will support students who need additional support. These individuals will also support teachers, and lead social-emotional groups aimed to increase skills and prosocial behaviors.

Theme 4: Family Engagement and Resources	
Feedback	***Impact on Model***
Family engagement was a critical request from many of the families we interviewed. In particular, they requested proactive and frequent communication, and transparency around students' academic progress. Some families shared that they often hear from schools when something with their child is not going well, and crave positive communication as well. Some parents shared a desire for more support around how to help their students be successful in school, either academically or socially. More than anything, families shared a nearly universal desire to be seen as a partner and an asset in their student's experience.	As described in subsection f, Encompass has designed a robust and diverse set of strategies for ongoing communication with families. Additionally, before opening, we will select an online platform/application that can be used to streamline communication and progress updates from the school to families. Frequent progress reports, phone calls and family conferences will be provided. We have also experienced families who do not have access to technology or have identified technology as a barrier. As described later in this section, our Director of Operations and Finance, Director of Community and Social Worker will work to ensure a sustainable communication plan for those families. To support families' desire for training on how to support their students, our Director of Community, Director of Personalized Learning and Social Worker will collaborate to hold workshops, both in-person and virtual for families.

Theme 5: Enrichment and Related Arts	
Feedback	***Impact on Model***
Families have shared their desire for their students to access enriching learning opportunities. Families expressed regret that it seems students are spending so much time in school focused on test prep	Encompass has devoted daily opportunities for students to receive enrichment during the day through a daily related arts block as well as academic blocks. Because our intervention blocks are embedded in

that they miss out on learning experiences that are not associated with core academic topics. A few parents noted that because their student's receive intervention services, they have often missed the limited opportunities for enrichment programming available to them.	academic blocks, *all* students attend related arts. Encompass will partner with external organizations to provide a range of experiences such as coding, art, foreign language and more. Additionally, as described above, we will partner with organizations to provide programming before and after school that often additional enrichment programming.

Theme 6: Safety and Security	
Feedback	***Impact on Model***
Families have voiced a desire for a school that prioritizes safety and security for their students. They are eager to see strategic preventative measures, as well as robust contingency plans.	As detailed in our start-up plan (**Section 2.2**) and Additional Operations (**Section 2.9**), Encompass staff will create robust safety plans. Upon acquisition of a facility, we will partner with safety experts to review our plans and provide feedback to ensure they are as comprehensive as possible. Students and staff will regularly practice drills to ensure successful execution in the event of an emergency situation. Families will also receive robust information regarding safety procedures.

b. Describe how you will engage parents and community members and how this engagement strategy will adjust from the time that the proposed school is approved by this authorizer through the school's opening. What specific strategies would you rely on to establish buy-in from local parents and community members during the pre-opening period?

For the most part, our strategy will remain the same as it has been (see part a of this section). As a community school model, we recognize the value of sustained community engagement. Initially, that work has focused on design input/needs analysis. It will transition soon to partnership opportunities and enrollment. And upon opening, it will look like a combination of

all of those things, with ample opportunities to provide feedback on progress to goals.

We will continue with the core strategies (with the exception of initial exploratory interviews), we leveraged during our pre-opening period:

1. Volunteering and relationship building
2. Partnership with community organizations
3. Community events
4. Door knocking
5. Marketing, social media, and virtual meetings

During pre-opening, we will continue to prioritize local daycares and learning centers, as well as community outreach events and door-knocking to give information to families who might not utilize daycare.

c. Provide, as Attachment G, any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, or memoranda of understanding, 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. Note: General letters of support that include generic language such as "this school will provide a high-quality option" or "we will work to support the school once opened" do not satisfy this expectation. Instead, letters of support should demonstrate a clear commitment that is measurable and that is likely to result in enrollment targets being met, demonstrate financial support, or sustainable community engagement.

Letters of support are provided as Attachment G.

d. Outline any community organization, business, or other educational institutions that the proposed school will partner with. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

As illustrated in **Attachment G**, we plan to partner with several community organizations. As a proposed school, we have begun exploratory conversations and will begin more formal discussions to establish partnerships upon application and facility acquisition. We are thrilled that our proposed school model has resonated with so many organizations within the community, and look forward to partnering with them. In particular, we're interested in establishing partnerships for the following services:

Before and After School Care & Enrichment

Before and after care has been identified as a barrier and desire for families, and combined with the overwhelming research around it's positive impact on students, Encompass is committed to providing for before and after school care for families.

For both before and after-school care, Encompass has engaged in promising exploratory conversations with both Blessed Babies and Schrader Lane Childcare & Learning Academy. We've discussed the possibility of adding a bus stop at both locations for students needing before and aftercare, as well as hosting a group of students. For after-school care, Encompass has engaged in several conversations with after-school providers, all of which have written letters of support (see **Attachment G**); Youth Journeyz, Preston Taylor Ministries, Carnegie Writers, and Buchanan Arts District. Encompass seeks to partner with several organizations to ensure all students needing aftercare have the option to attend and to allow optimal choice for families. We will prioritize after-school programs that can provide transportation for families from programming back to their houses. Related arts and enrichment programming will occur for all students during the school day and will be led by Encompass staff and external partners. Exploratory conversations have occurred with Buchanan Arts District and Royal Table Inc. More formal conversations will occur upon authorization.

Family Resources

Encompass is, by design, a community school. Therefore, wraparound services for the whole family and community are a core element of our model. Encompass has engaged in preliminary conversations with organizations that provide various services to the communities in our proposed location, including; the McGruder Center, Dream Streets and Royal Table Inc. Most notably, Dream Streets will add Encompass as a food distribution site within their mobile food delivery services. The McGruder Center is located within our proposed community with over 13 organizations that provide various support to families such as job training, housing security and hunger relief. Once authorized, conversations will continue, allowing the Executive Director and Director of Operations and Finance to solidify partnership plans.

Encompass will continue to explore and engage in conversations to ensure we can successfully carry out our vision as a community school by providing families with referrals to additional services. We will continue to recruit partners and aim to recruit organizations that can provide workforce training, connect families to job and skills training, and provide medical and wellness services.

e. 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).

As a community school, continuous engagement is essential to achieving our mission. As mentioned above, community is one of our core values and engagement is an integral part of our school model. In alignment with those commitments, community outreach has already been and will continue to be robust. In collaboration with the Community Engagement Team, the lead applicant will continue executing an extensive engagement plan, as described in detail above.

This continued commitment to community engagement is reflected in both our staffing model, as well as budget for pre-opening and opening. Our staffing model has allocated specific positions to ensure engagement is continuous, accessible and equitable. Starting in Year 1, we will have a full-time Social Worker and a part-time Director of Community (full-time in year 4). Both of these roles, in collaboration with the Executive Director and Director of Operations and Finance, will lead an ongoing community engagement strategy.

In addition, Encompass will establish a Community and Family Advisory Council (CFAC) that provides critical thought partnership, advice and guidance. The CFAC will provide invaluable feedback on key elements of the school and will be overseen by our Director of Community. As part of our commitment to feedback and our community school model, the CFAC will review community and family surveys and contribute to developing a strategy to respond to data and improve family and community experiences. This advisory council will include family members of enrolled students as well as members of the community or organizations. Interested individuals will submit their name and members will be selected at random and serve for one school year. Further details about our CFAC will be developed by the Director of Community in collaboration with the Executive Director.

In accordance with TN Code § 49- 13-109, the Governing Board will include at least one (1) parent representative whose child is currently enrolled in Encompass Community School. Our parent representative will be added to our Governing Board within six (6) months of our school's opening date.

f. 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.

As mentioned in our start-up plan (**Section 2.2**), we will hold student and family orientation each year for students who are enrolled at the start of the school year. For any families that enroll midyear, our Director of Community and Director of Operations and Finance will hold individual or small group sessions to ensure families all the information necessary for a successful school year. During these orientations, we will review our handbook, policies and procedures and provide opportunities for families to ask questions.

As is consistent with our school model, we will embody an equity mindset and ensure families can access our student and family orientation, as well as understanding our policies and procedures. For families that do not have transportation, our Director of Operations and Finance and Director of Community will work to create carpool opportunities as well as engage with other partners to remove barriers to transportation.

For information, policy/procedure updates and any other communication, we will utilize various technology platforms to help streamline communication. Potential platforms include DeansList and PikMyKid. Our Director of Operations and Finance will select platforms in collaboration with the Executive Director and ensure that they are user-friendly and are included in our handbooks and orientation for family guidance.

As mentioned above, we have shifted and developed a new strategy to increase accessibility for families. When we encounter families that experience a barrier, we will work in collaboration with that family and community partners (as needed) to help remove those barriers. While we hope to teach families how to access Encompass's digital platforms, we recognize that there will be families that cannot access technology. For those families, we will create a communication plan led by our Social Worker, Director of Community and Director of Operations and Finance.

<u>Translation Services</u>
At the start of enrollment, families receive a survey to indicate their preferred language. At all school events and for formal communication, we will provide translation services to families. If we do not have a staff member fluent in the indicated languages, we will provide these services through an external organization.

Volunteer Opportunities

Volunteering at Encompass is not required of parents. However, parents are excited to partner with parents as they are able/available. We know that parents have a rich set of knowledge and experiences to lend to our community. Using the methods above, we'll ensure parents know they are welcome to volunteer in various capacities, including:

- Supporting students with extracurricular projects
- Tutoring or providing extra support in classrooms
- Supporting students with homework and/or extended learning at home
- Participating in our CFAC or PTO
- Leading or supporting parent education nights and/or community events
- Chaperoning field trips
- Supporting enrollment efforts (by recommending the school, canvassing, etc.)

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

We have provided information regarding the programming and resources that will be offered to families and communities throughout this section.

h. Provide a needs analysis and description of the need for the proposed school, including how the proposed school would serve the interests and meet the needs of students and families in the communities the charter school intends to serve.

Our proposed school model deeply resonates with families and community members, and we often hear their desire for this school when they were growing up. As described in **subpart a** within this section, we have sought extensive feedback from the community and families within our proposed community of Pearl Cohn and Whites Creek. Whenever we talk with families within our proposed community, we always ask them if they believe the community needs an additional school option for families and why. We feel that this is an essential question to ask families, as it allows them to express what *they* feel is needed within the community and think through the rationale for why. In alignment with our community school model principles, we work with the community to provide wraparound services and support.

Additionally, we have collected and analyzed several layers of qualitative and quantitative data to first determine **if** families want another option, and then begin to understand ***what*** that option should include.

We have focused our needs analysis on the following domains:

- Academic outcomes
- Student population and future growth
- Family household income

Academic Outcomes:
Families and community members have reported at a high rate the need and desire for strong academic programming that leads to high academic outcomes for students. The academic achievement data and the number of priority schools within the community provide numerical evidence to back up the need for a school option that embodies robust academic programming that is proven to result in grade-level outcomes for students. **Table 4** illustrates success rate and federal designations for the zoned elementary and middle schools in the Whites Creek and Pearl Cohn clusters.

Table 4: 2023 Federal Designation for Elementary and Middle Schools in Pearl Cohn & Whites Creek[157]

School	Cluster	Zoned or Choice	2023 Success Rate	Designation
Moses McKissack MS	Pearl Cohn	Zoned	<5%	Comprehensive Support and Improvement
John Early MS	Pearl Cohn	Zoned	10.7%	Comprehensive Support and Improvement
Jones ES	Pearl Cohn	Zoned	8.10%	Comprehensive Support and Improvement
Cockrill ES	Pearl Cohn	Zoned	9.90%	Comprehensive Support and Improvement
Robert Churchwell ES	Pearl Cohn	Zoned	7.70%	Comprehensive Support and Improvement
Park Avenue ES	Pearl Cohn	Zoned	11.30%	Comprehensive Support and Improvement
Brick Church College Prep MS*	Whites Creek	Choice	10.30%	Comprehensive Support and Improvement
Haynes MS	Whites Creek	Zoned	5.60%	Comprehensive Support and Improvement
Joelton ES	Whites Creek	Zoned	46.30%	No Designation
Alex Green ES	Whites Creek	Zoned	12.60%	No Designation
Cumberland ES	Whites Creek	Zoned	11.10%	No Designation

[157] Tennessee Department of Education, Report Card. (Retrieved 5/3/2024). https://tdepublicschools.ondemand.sas.com/school/009858005

Student Population and Growth:
Our interest-to-enroll data as well as overall family support provide strong evidence for the demand and need to expand in-zone options. We have additionally analyzed enrollment, birth rates and estimated enrollment projections to ensure that our proposed community has a high volume of potential students but can also maintain enrollment. We share the following data below to illustrate the presence of students within our proposed communities, as well as projected population growth to ensure we can maintain our target enrollment over time.

Table 19 shared in **Section 1.2 Enrollment**, highlights the number of students that live are zoned for the elementary and middle schools within our target community. At scale, our enrollment would be only 9% of the total number of students within these two clusters. While our efforts prioritize engagement and recruitment from Whites Creek and Pearl Cohn, our enrollment will be open to all students in Davidson County and, it is possible this value will be even lower.

Table 19: 2023-2024: Zoned vs. Enrolled Students, Whites Creek and Pearl Cohn Cluster, October 2023[158]

School	2023 Success Rate	Zoned	Enrolled from Zone	Choice Out Enrollment	Percentage Choice Out
Joelton ES	46.30%	258	216	42	16.28%
Robert Churchwell ES	7.70%	426	231	195	45.77%
Cockrill ES	9.90%	348	181	167	47.99%
Park Avenue ES	11.30%	478	233	245	51.26%
Jones ES	8.10%	398	175	223	56.03%
John Early MS	10.70%	358	150	208	58.10%
Alex Green ES	12.60%	1,032	408	624	60.47%
Cumberland ES	11.10%	1,123	427	696	61.98%
Haynes MS	5.60%	644	225	419	65.06%
Moses McKissack MS*	4.99%	366	119	247	67.49%
Total		**5,431**	**2,365**	**3,066**	

*Note: The Success Rate for Moses McKissack MS was less than 5%, and therefore was suppressed data.

[158] Metro Nashville Public Schools November 2023-2024, Zoned School Data Report, Northwest Quadrant

We have put in 4.99% to calculate an average but note that it is possible it is lower.

To illustrate this visually, our proposed community has a high density of K-12 students. **Figure 11** illustrates K-12 population distribution in the form of a heat map- the darker the layer the higher the population. The map below represents a high population of K-12 students within Pearl Cohn and portions of the Whites Creek cluster.

Figure 11: 2023 K-12 Enrollment Distribution Heatmap [159]

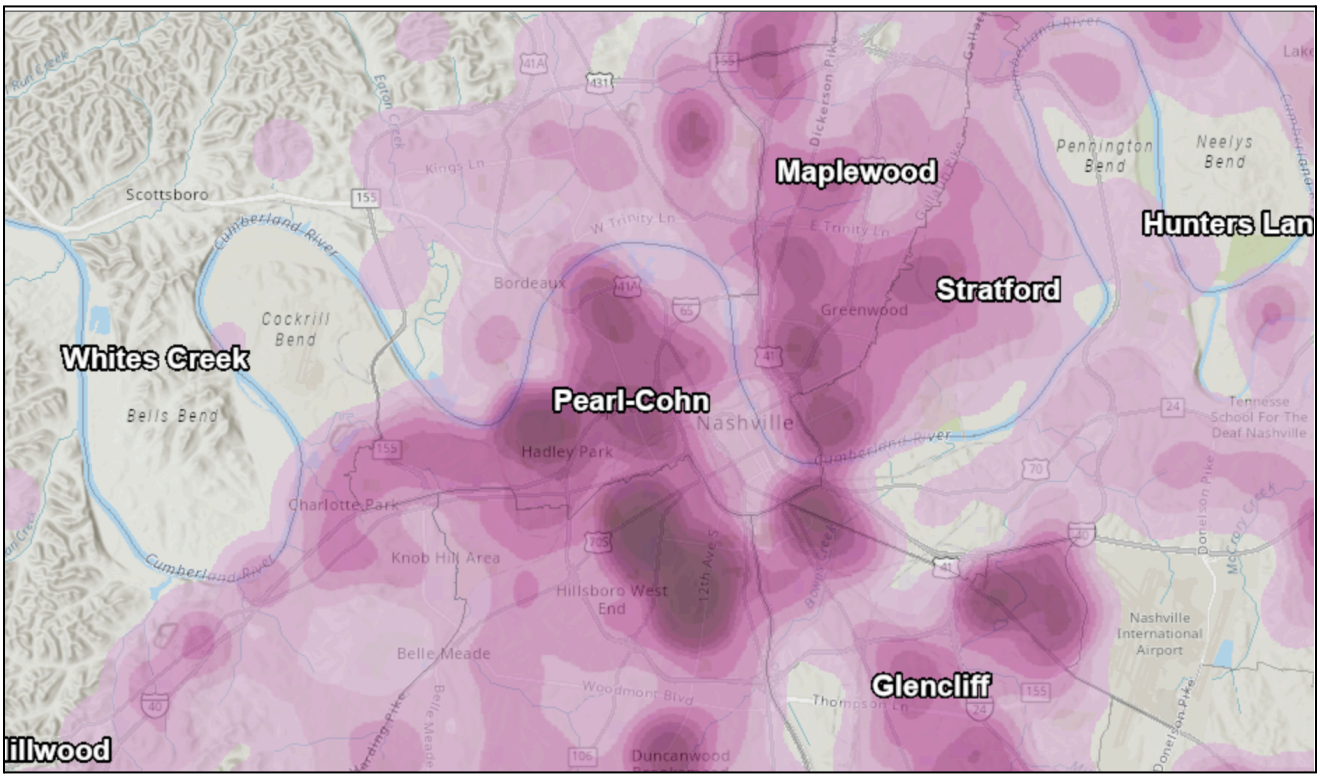
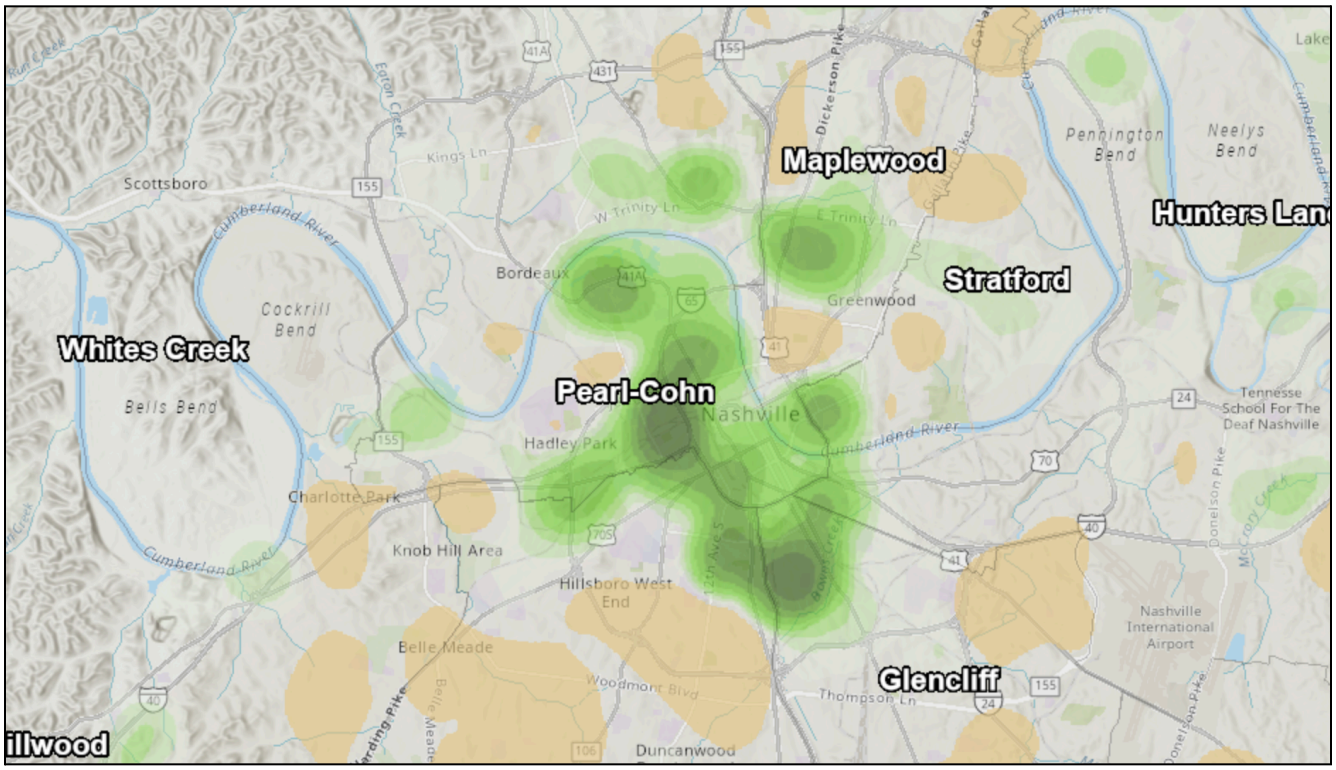


Figure 12 is a heat map of estimated future K-12 distribution using birth rates and measurements of predictions. The darker the layer, the more dense the population is. These projections highlight the continued growth within our proposed communities, further indicating not only a strong enrollment over the years, but the need for these families to have additional school options for their students. Furthermore, when compared to other parts of the city, future enrollment trends are the strongest within our proposed community of the Pearl Cohn Cluster.

[159] InSite EFS. Retrieved 1/21/2024

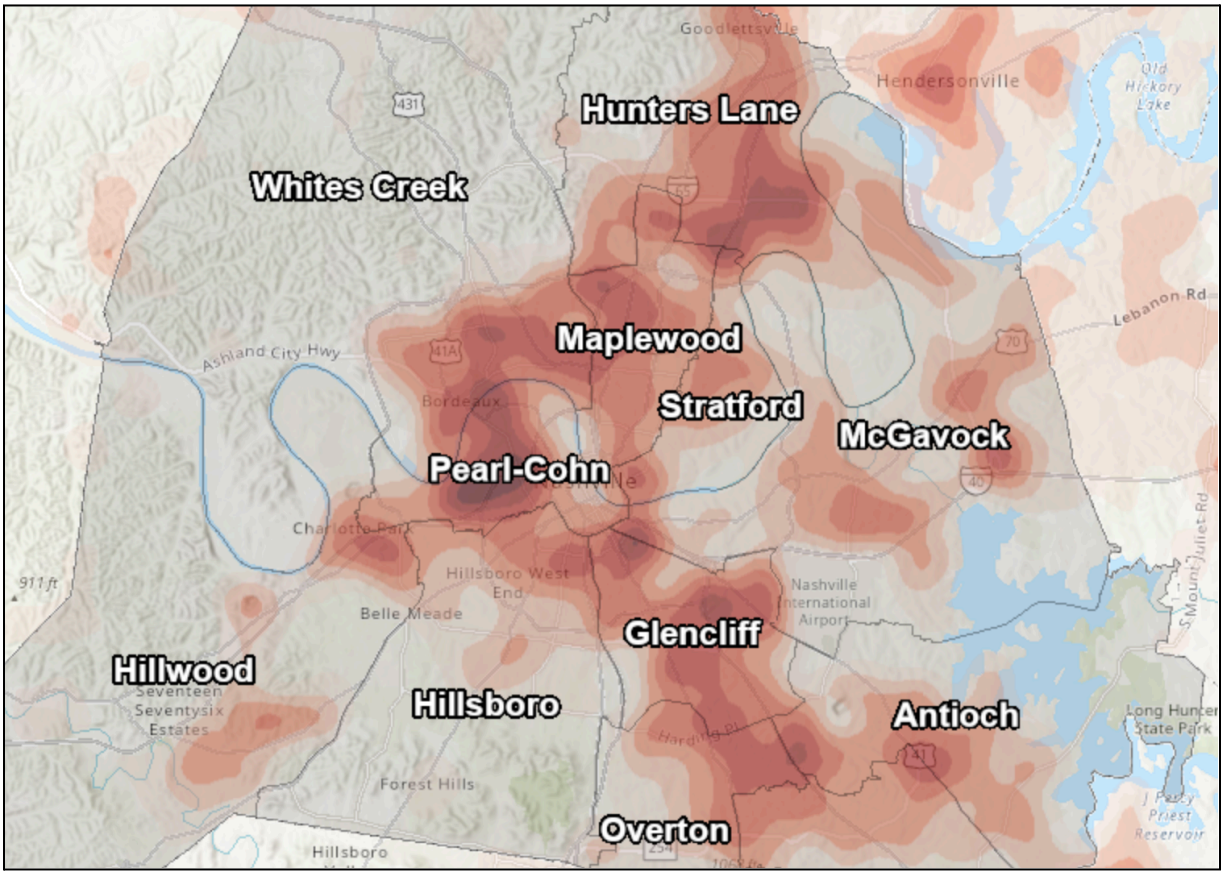
Figure 12: 2028 Growth Enrollment Projections Heatmap[160]



Family household income and access to resources:
According to the census[161] 54% of children residing in 37208, 35% in 37218, are living in poverty. These striking data illustrate the need for families to not only access academic programming that can provide a pathway for economic mobility but also access to supplemental resources and services to address their more immediate needs, such as food and wellness programming. **Figure 22** illustrates a heat map of the density of family households with less than $50,000 annual income. The highest density of these households are within the Pearl Cohn and Whites Creek clusters. As described throughout this section (**Section 1.10**), our mission as a community school is to design a school that fills a gap, as identified by the community and to offer integrated support.

[160] InSite EFS. Retrieved 1/21/2024
[161] United States Census Bureau, https://data.census.gov/all?q=Children%20in%20poverty%2037208

Figure 22: Household annual incomes under $50,000 Heatmap[162]



Taken together, these data suggest there is high demand for a high-quality option like Encompass in our proposed community.

[162] InSite EFS. Retrieved 1/21/2024

1.11 Phase-In/Turnaround Planning-

Not applicable. Encompass is a Category 1 applicant.

1.12 High School Graduation and Postsecondary Readiness

Not applicable. Encompass is a proposed K-8 school.

Section 2- Operations Plan and Capacity

2.1 Governance

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

Board Composition

Encompass will be governed by a non-profit Board of Directors (the Board) in accordance with its adopted By-laws, which shall be consistent with the terms of this charter. While day-to-day management is the responsibility of school staff, the Board plays a critical role in school oversight. They are charged with ensuring that Encompass achieves its vision through oversight of academic achievement, community engagement, growth and enrollment, fiscal health, and regulatory compliance.

To do this work, the Board shall consist of a minimum of three and a maximum of eleven community members per the By-laws. Members of the Board will and do bring a broad range of backgrounds and areas of expertise, including: education, business, finance, fiscal oversight, real estate, community engagement and outreach, business, fundraising, marketing/PR, human resources, and strategic planning. The Board will hold regular monthly meetings, and will meet more frequently if necessary.

To ensure effective oversight, the Board will elect officers and operate a committee structure.

Officers

The Board of Directors will duly elect officers (detailed below). Officer terms will be one year with the ability to extend to up to three years. Directors are elected to serve for a term of three years or until their successor has been elected, with the initial term commencing on July 1 after the election. Should there be unforeseen vacancies, special elections will be held. A Director may not serve more than three consecutive terms from the commencement of the Director's initial term.

> The **Board Chair** will be the principal officer of the Board and serve as the liaison between the Board and the Executive Director. The Board Chair assumes responsibility for the overall functioning of the board. He/she facilitates board

meetings, oversees the work of the committees, and works most closely with the Executive Director. The Board Chair is the only member of the Board with the authority to sign checks or contracts.

The **Vice Chair** is essentially the board chair's second in command. If the Board Chair is absent, temporarily unable to perform his/her responsibilities, or permanently unable to continue in the position, the Vice Chair acts as the board chair. The Vice Chair assists with the overall functioning of the board and serves as an advisor and deputy to the Chair.

The **Secretary** has responsibility for communicating with board members about meetings, recording and maintaining minutes of all meetings, keeping all board records and important documents, and upholding legal compliance in matters of reporting and transparency. He/she also maintains legal and other organizational records for Encompass, such as bylaws and the charter agreement. Overall, the Secretary is responsible for ensuring that accurate documentation exists to meet legal requirements and for the authorizer to determine when, how, and by whom the Board's business was conducted.

The **Treasurer** directs the board's financial work. This includes: serving as the Chair of the Finance Committee, working with the Finance Committee, Executive Director and Director of Operations and Finance in leading the development of an annual school budget and presenting the budget to the full board for approval, tracking monthly budget-to-actuals and delivering reports to the full board on progress, and overseeing the annual audit process.

The Executive Director will serve at the pleasure of the Board as an **ex-officio**, non-voting Member. The Executive Director will attend all Board Meetings, report directly to the Board, be responsible for the day-to-day operations of the School, and will provide regular reports to the Board regarding the performance of the School.

Committees

The Board will operate through a committee structure, with each Board member participating in one to two committees. Each committee will be chaired by a Board member, but the committees may be staffed by volunteer members of the community, to include school staff, parents, and community leaders. While specific committee designations are not outlined in the Bylaws, the Board anticipates the formation of the following committees to ensure proper oversight:

Governance Committee: The Governance Committee is responsible for maintaining proper board composition and ensuring that the board governs effectively. This committee drives a comprehensive board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions.

Finance Committee: The Finance Committee oversees the school's budget and asset management. This committee approves short- and long-term financial goals for the Encompass, recommends and monitors a budget aligned with the school's strategic priorities, ensures compliance with state and federal regulations, and raises financial concerns and solutions to safeguard the school's resources. The Finance Committee will be chaired by the Board Treasurer and staffed by the Executive Director and Director of Operations and Finance. Once a year, this committee will lead a financial training for the full board in order to ensure all board members have a strong grasp of the school's financial health.

Academic Committee: Through appropriate board oversight, the Academic Committee monitors student performance against rigorous academic goals and raises strategic issues for board discussion. This committee must include the Executive Director. The Academic Committee holds itself accountable for the following: partnering with the school leader to set and reach rigorous academic goals, verifying that school administrators are using student performance data to constructively inform decisions, monitoring the school leader's efforts to improve areas of subpar student performance, updating the board on performance data and factors currently impacting student achievement, identifying challenges to the academic program before they become urgent issues. This Committee also delivers onboarding and supplemental trainings to foster a working knowledge of student performance data and measurements among all board members.

Executive Committee: The Executive Committee is comprised of the Board officers. The Executive Committee is responsible for coordinating the full board's review of the Executive Director's performance and compensation and serving as a smaller sounding board for the Executive Director in between regularly-scheduled board meetings.

Community Engagement Committee (ad-hoc): The role of the Community Engagement Committee is to support student and family recruitment and formation of

community partnerships. This Committee will include parents, community members, and school staff.

Facilities Committee (ad-hoc): The Facilities Committee will be charged with (in the short-term, identifying and securing an initial home for Encompass. As the school grows, this committee may be reinstated to generate and execute a long-term facility plan, in collaboration with the Finance Committee. This committee will include the Board Treasurer.

Representation of Key Stakeholders

Pursuant to TN Code § 8-44-101, all Board meetings will be open to the public and Encompass will adhere to Tennessee's Open Meeting Act. The Board will allocate time at each meeting for public comment, feedback, and questions. The days, times, and agendas of all meetings will be available on our website at least 72 hours before the meeting. In accordance with TN Code § 49- 13-109, the Governing Board will include at least one (1) parent representative whose child is currently enrolled in Encompass Community School. Our parent representative will be added to our Governing Board within six (6) months of our school's opening date.

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

School Evaluation

Previous sections of this application outline, in detail, Encompass's performance goals. The Board's oversight role in the organization requires that they regularly monitor the school's academic results, financial management, and organizational health. The Board will also have live access to key data and metrics via Student Information Systems and data dashboards. Additionally, the Board will be provided with monthly financial statements. The Executive Director will deliver updates, backed up by data, at monthly board meetings to support this work. The Chair and Committee structures outlined in the previous section aid in this work. The Committee's ongoing monitoring and reporting around their focused aims provide the full board with focused and comprehensive reports each month that support the full annual review.

School Leader Evaluation

The Board will hire, set compensation for, support and evaluate the Executive Director. The Board of Directors will assess the Executive Director through a comprehensive annual evaluation, drawing from various assessment measures from staff, students and families. Using these data, the Board will analyze outcomes against yearly goals. The Board Chair will lead the evaluation process with the support of committee members. Members of the evaluation committee will receive comprehensive training in Tennessee's TEAM evaluation. The Board will provide the Executive Director with the support, resources, guidance and coaching needed to lead Encompass to reach short and annual goals.

The annual evaluation process is outlined below:

August: The Executive Director works with the Executive Committee, with additional support from the Academic Committee to create a set of annual goals, which are presented to the full board for approval. The Executive Director and Committee also agree on a set of metrics, to include:

- Academic performance goals
- TEAM Administrator Evaluation
- Self-evaluation
- School culture surveys (family, staff, and student feedback)

December: The Executive Director and Executive Committee hold a mid-year check-in to discuss progress towards goals, and make any adjustments as needed, including bringing areas of additional needed support forward to the Board for discussion and possible action.

April-June: The Board Chair, along with the other Board officers (the Executive Committee) will execute the final steps of the evaluation of process. Specifically, their responsibilities include:

- Overseeing the evaluation process and ensuring the proposed timeline is followed.
- Collecting data from all stakeholders, including a self-assessment from the Executive Director.
    - The Executive Committee and Executive Director will develop targeted areas of feedback collection. Potential areas include:
        - Meeting or exceeding academic performance goals
        - Level 3 or higher on the TEAM Administrator Evaluation
        - An analysis of a 360 degree feedback survey from the Board and Leadership team (e.g. Assistant Principals, Directors, Deans).
        - School culture surveys (family and student feedback)

        - The Governance Committee will engage in formal interviews with selected staff members as a means to gather qualitative input on the focus areas. Interviews will occur throughout the school year; and
        - The Board Chair (head of the Governance Committee) will collect the formative data and frequently communicate it to the Executive Director to inform support plans that target growth areas, as needed.
- Compiling a final evaluation report.
- Meeting with the Executive Director to review findings and develop a strategy for growth based on presented data.
- Reporting findings to the full board and leading a discussion (in closed session) about the results and their implications, and provide recommendations to the Board regarding the employment status and compensation of the Executive Director.

It's important to note that the Board views Leader evaluation as an ongoing and recursive process. Given that the Executive Director's primary functions are to oversee a robust and high quality academic program, purposeful and strategic growth and operational sustainability - the stakes are too high, and the data too dynamic, for evaluation and feedback to be a one-time occurrence. That said, the Board will engage in an ongoing feedback process through the ongoing meeting and committee structures.

Board Self-Evaluation

The school's Board shall be the governing body charged with the responsibility for the operation of the public charter school. Its most notable responsibilities shall be as follows:

- Create and support a clear mission, vision, and performance objectives;
- Review and maintain bylaws;
- Establish, interpret and enforce policies consistent with the mission;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Adopt the annual financial budget;
- Approve monthly General Fund and other reports and approve expenditures as required by Board policy;
- Hire, support, manage, and assess the Executive Director;
- Require reports of the Executive Director concerning the school's progress;
- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;

- Ensure all members are actively involved in the work of the board and committees;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide financing for school facilities;
- Act as a final appeals board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as charter school advocates and liaisons between the community and school;
- Meet the terms of the charter and attaining established goals and objectives set forth in the charter document; and
- Meet the legislative intent of raising student achievement and ensuring the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

The success of Encompass relies heavily on the Board's effectiveness in fulfilling its essential roles and responsibilities. As such, the Board will complete an annual self-evaluation to reflect and assess their performance. Findings from the Board Performance will inform the development of goals for the following school year. The Board self-evaluation will be based on the standards and best practices that characterize effective board performance, be formal and conducted on a regular, agreed upon basis, include a written assessment tool, and include an assessment implementation plan to set goals for board improvement.

This application outlines the accountability metrics that will drive the Board's self-evaluation. The Board will review and evaluate itself against these metrics annually. To aid in this process, the Board may use an assessment tool such as Board on Track, which provides training and tools to support Boards in effective annual tracking and performance analysis.

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

Recruiting new Board members that have the necessary expertise as well as mission alignment and a strong commitment to oversight and accountability is essential to the ongoing success of Encompass. Board member attrition will be addressed by adding additional Board members on a staggered timeline. This will ensure a senior Board member who carries institutional knowledge will always remain on the Board. While the Governance Committee will have the primary responsibility of managing Board membership, the full Board and Executive Director will share responsibility for the ongoing recruitment of new Board members, as well as identifying the need for new board members. For example, at the

time of this writing, Encompass's board is currently recruiting a new member with more extensive legal experience. This need was identified by the Executive Director, but all members of the Founding Board share ownership in recruiting and onboarding a new member.

As Encompass recruit's new Board members, all prospective candidates must possess:

1. Commitment to educational equity Encompass's mission;
2. Commitment to the students and families of our proposed community;
3. Commitment to devoting time, resources and networks to support the school's mission;
4. Deep level of expertise in their field; and,
5. Deep conviction for integrity, oversight and accountability.

All new Board members will be oriented to their duties and responsibilities. This training will include Board Bylaws, articles of incorporation, Conflicts of Interest Policy, Code of Ethics, board biographies, a mission and vision deep dive, access to historical board minutes, and a school history and performance summary.

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

All new Board members will receive onboarding at the start of their Board service, as well as annual training. The onboarding will include review of the bylaws, board policies, signing of a conflict of interest statement, a mission and vision deep dive, access to historical board minutes, and a school history and performance summary. Every effort will be made to give prospective members the opportunity to observe a board meeting prior to joining the board.

Per T.C.A. § 49-13-111(o), the Board will receive an annual training that is certified by the Tennessee Charter School Center and submitted to the authorizer. The Board will reflect best practices by ensuring its members receive training on topics to include open meeting law adherence, academic and financial oversight, legal compliance, and overall governance responsibilities.
As part of her fellowship with the Nashville Incubator, Encompass's lead founder and its Founding Board have access to robust ongoing training and support around Governance and Management. This training is focused on understanding legal and ethical responsibilities, as well as best practices for ensuring the successful operation of a high-performing charter school. The Founding Board and Lead Founder have created a needs assessment in concert

with Incubator Leaders and identified aligned supports and experiences to support the Board's development through opening. Using the processes outlined above, the Board and Lead Founder will monitor progress to identify potential additional needs as they get closer to opening. **Table 51** illustrates the Founding Board's startup timeline.

Table 51: Founding Board Startup Plan

Timeline	Description
8/1/23-12/1/23	Board recruitment
1/5/24-2/5/24	Founding Board convening: mission, vision, governance structure, oversight versus management, external training
2/5/24-3/20/24	Capacity Interview preparation: Individual and whole team meetings to prepare for the capacity interview, team build, solidify committee structure
3/25/24-3/28/24	Capacity Interview
4/24/24-7/20/24	Strategic planning for planning year and defining roles *timeline contingent on authorization decision
July-October 2024 *Pending authorization*	The Governing Board engages in a 2-day retreat to deeply engage with the school mission, vision, design, community need, governance structure, community engagement plan, and essential mindsets and core values that center around diversity, equity and inclusion.
Post-authorization	Training and engagement will focus on several key areas to ensure healthy governance. These will take place at both monthly meetings and longer quarterly meetings: - Organizational priorities and committees - Quarterly meetings to strategize on external partnership and engagement - Quarterly meetings to engage with key elements of the school model, and focused strategic planning as needed - Diversity, equity and inclusion development (2 x a year)

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

Complaints Process

Encompass is deeply committed to developing and maintaining a strong partnership and communication between all stakeholders, including teachers, staff, students, and their families. In the event that a stakeholder has concerns about any matter, Encompass welcomes and encourages them to contact the appropriate staff member. Additionally, we've outlined a clear and transparent process below to ensure due process rights are upheld.

Encompass will utilize two processes to receive, hear and where possible, engage in a timely resolution to any stakeholder complaint:

1. **Internal complaints:**
   Informal complaints refer to a complaint that does not pertain to an alleged violation of the law and/or the charter (e.g. academic programming, cell phone policy). Stakeholders, including individuals or groups, that have an informal complaint either against a school policy or member of the school community are advised to contact appropriate staff at the school via telephone or email. All staff at Encompass are dedicated to ensuring a timely response to informal complaints via telephone, in person or in writing. If the response to an informal complaint does not meet the expectations of the group or individual, the stakeholder should contact the Director of Operations and Finance. The Director will then respond via phone, in person or in writing.

2. **Formal complaints:**
   A formal complaint is a complaint that pertains to an alleged violation of law and/or charter. Individuals or groups with a formal complaint against a policy or individual of the school community can follow the steps described below. The steps below describe the formal complaint process and part of both policy and practice, the Executive Director, MNPS School Board, and State Board of Education will not intervene in concerns that do not allege a specific violation of law and/or charter. The formal complaint process is outlined below:

   <u>Step 1: Contact the staff member involved:</u>
   If a parent or caregiver has a concern or issue, they are encouraged to resolve the issue with the staff member involved through email or via phone. If the parent or caregiver does not have the staff member's contact information, they should call the front desk or refer to the Community Handbook. The staff member and parent/caregiver will then schedule a meeting in person or by phone, and work to resolve the issue that is satisfactory to both parties. The staff member will file the formal complaint and an agreed-upon summary of the meeting and resolution with the Director of Operations and Finance.

Step 2: Submit a written complaint:
If the issue is not resolved in a manner that is satisfactory to the parent/caregiver, then a written complaint should be submitted to the Director of Operations and Finance. The Director will then communicate the complaint to the staff member's manager. If the complaint involves the Director of Operations and Finance, this step should still be taken to ensure proper documentation is occurring at all steps. The parent/caregiver can utilize a formal complaint from the front desk and fax, email, mail or deliver it to the front desk. The Director of Operations and Finance will reply with a confirmation of receipt within 3 business days. The Director of Operations and Finance then has up to 10 business days to conduct an investigation and reach a decision regarding the complaint. They will give the parent/caregiver a written decision within 10 business days of receiving the complaint.

Step 3: Written complaint sent to the Executive Director:
If the parent/caregiver is dissatisfied with the Director of Operations and Finance's decision, they can forward the complaint to the Executive Director. The parent/caregiver can fax, email, mail, or deliver in person to the front desk, the complaint. If the parent/caregiver does not have the contact information of the Executive Director, they can call the front desk or reference the Community Handbook. The Executive Director will respond to confirm receipt within 3 business days and has up to 10 business days to investigate and make a decision. The Executive Director will send a written decision to the parent/caregiver within 10 business days. If a complaint has not gone through steps 1-2, then the Executive Director will not investigate the concern and will instead refer the parent/caregiver to step 1.

Step 4: Submit a written complaint to the Encompass Board:
If the parent/caregiver is not satisfied with the Executive Director's decision (step 3), the parent/caregiver can write a letter to the Board of Directors and send via fax, mail, email or to the front desk. The Board or its designee will confirm receipt within 3 business days and will have up to 10 business days to investigate the complaint and submit a written response. If steps 1-3 have not been followed, the Board will refer the parent/caregiver to step 1.

f. Complete the provided template for Table 3: Board Members. List all current and identified board file and their areas of ats or expertise in the following table, adding rows as needed.

Encompass currently has six Board members with a wide range of perspectives and skill sets that allow for comprehensive and strategic support and oversight through advice, direction and guidance. Board member experience includes a range of roles in traditional public and charter schools, non-profits, real estate, finance/banking, consulting, community engagement and social services. The Board is currently vetting additional members, with a particular emphasis on finding additional legal expertise. Encompass has sought out outside legal counsel through Sherrard, Roe, Voigt, Harbison (SRVH) pertaining legal matters such as 1023 filing, and By-laws review. Encompass will continue to seek out legal support, as needed. Additionally, Encompass's Founding Board is able to provide general guidance as it pertains to real estate and finance law, special education law, and general school and non-profit compliance until a Board member with legal expertise is recruited. All current board members live in Nashville or are native Nashvillians and have deep ties and connections to the community. All Board members are committed to improving outcomes for all students and to Encompass's mission, vision, and values. Each Board member believes that families and students have a right to receive an educational experience that meets their needs, without having to travel across the city and believe it's time to transform education to shift away from the one-size-fits-all approach.

Table 52: Board Members

Name	Address	Current Role	Area of Focus/Expertise	Board Position	Proposed Total Term Length
		Job at Employer	Ex: Legal, Real Estate, Finance, etc.	Ex: board chair, other officer, parent representative, ex officio member	
Thomas Rose	1700 24th Ave N Nashville 37208	North Nashville Director of Dream Streets	Team Management, Organizational Experience, Project Management, Fundraising/Financial Management, Community Engagement, Family Outreach, Community Service	Proposed Chair	Full-term
Corey Hammonds	2104 Albatross Way Gallatin, Tn 37066	Chief Operating and Credit Officer of Citizens Bank	Organizational Strategy & Management, Real Estate, Finance, Non-Profit and Community Development	Proposed Treasurer	Full-term

		Owner/Founder and CEO of The Hammonds Group	Management/Organizational Experience, Parent/Community Involvement, Real Estate, Finance		
Kendra Smith	368 Clearlake Drive W. Nashville, TN 37217	Program Manager, Family Medicine Clerkship, Sports Medicine Fellowship, Addiction	Education, Management/Organizational Experience, Community Service/Outreach, Parent/Community Involvement, Personnel/Human Capital, Fundraising/Grant Writing	Proposed Board Member	Full-term
Serena Sayles	242 Sydney Dr. Goodlettsville TN 37072	Owner/Principal Consultant at Sayles Professional Services	Instructional Leadership, Education Policy and Compliance, Grant Management and Compliance, Management/Organizational Leadership & Strategy, Community Service/Outreach, Talent/Human Capital	Proposed Secretary	Full-term
Johanna Staubitz, Ph.D.	221 38th Ave N, Nashville, TN 37209	ABA Program Director, Assistant Professor of the Practice, Department of Special Education, Peabody College of Vanderbilt University	Education, Management/Organizational Experience, Education with emphasis on Special Education, Practitioner and Teacher Preparation, general IDEA compliance	Proposed Board Member	Full-term
Jennifer Hill	309 West End Place Nashville, TN 37205	Chief of Staff, Persist Nashville	Education, Management/Organizational Experience, Community Service/Outreach, Parent/Community Involvement, Personnel/Human Capital, Nonprofit Management Fundraising/Grant Writing	Proposed Vice Chair	Full-term
Megan Garry	3507A Sanford Ave. Nashville, TN 37211	Nashville Incubator Fellow	Curriculum and instruction, instructional design, special populations, school leadership, community engagement, Special Education Law/IDEA	Proposed Executive Director (ex-officio)	-

g. Provide the following governance documents as attachments:

- Articles of Incorporation as Attachment H
- Proof of nonprofit and tax-exempt status as Attachment I
- Bylaws as Attachment J
- Code of Conduct as Attachment K
- Conflict of Interest Policy as Attachment L
- Board member resumes or biographies as Attachment M
- Board policies (including frequency of meetings, open meetings, and open records) as Attachment N.

Please see attachments H - N.

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.

Table 53: Encompass's Startup Timeline

Timeline Start	End	Startup Tasks	Responsible Parties
June 1, 2023	Ongoing	**Community Engagement** - Develop a community engagement strategy - Launch website and social media - Engage in door-knocking, community events, information sessions - Receive input on school design from community members, and use to drive school design	Contracted Community Engagement Specialists, Proposed Executive Director (ED), Encompass Board
August 1, 2023	November 1, 2024	**Founding Board** - Recruit a Founding Board of Directors with a diverse range of skills and expertise.	Proposed Executive Director
December 15, 2023	November 30, 2024 and Ongoing	**Secure initial financing:** - Submit applications for charter startup grants - Charter School Growth Fund, NewSchools Venture Fund, Charter School Program (CSP) - Identify other grant and funding sources - Solicit funds from individual and local donors	Encompass Board, Proposed ED
January 25, 2024	Ongoing	**Founding Board Training (January 2024)** - Engages in in-depth training led by charter school Board expert, Kate Essex, to build understanding of key Founding Board responsibilities. - Begins monthly meeting cadence	Proposed ED, Encompass Board
September 1, 2023	November 15, 2024	**Secure Facilities:** - work with Level Field Partners to	Encompass Board, Proposed

		determine start-up and permanent site needs - Identify potential sites through a lease-of-purchase model - Secure all permits and approvals for occupancy - Initial inspections and analysis to determine necessary tenant improvements and ADA compliance projects (if applicable)	ED
July 25, 2024	December 1, 2024	**Recruit and Identify School Leadership:** - Director of Operations and Finance begins in Summer 2024 or January 2025 (depending on funding)	Proposed ED
January 15, 2025	May 15, 2025	**Hire School Leadership:** - Goal is for Director of Operations and Finance to be hired 6-12 months prior to launch. - Director of Operations and Finance & ED will own the development of the academic plan, school culture, and community engagement. - Recruitment for leadership team (Director of Personalized Learning, and Director of Community) - Director of Operations and Finance will own finances, operations and applications	Encompass Board, ED
November 15, 2024	June 15, 2025	**Facilities and Operations:** - All facilities projects to be completed 2 months prior to opening - Identify transportation vendor and develop transportation routes and plan - Conduct needs assessment for materials procurement (furniture, technology, cleaning supplies) - Finalize Employee and Community Handbooks (including all school policies and procedures pertaining to staff, students and families) and conduct legal review	Encompass Board, ED, Director of Operations and Finance

December 1, 2024	Until positions are filled	**Teacher Recruitment:** - Recruitment and hiring of general education teachers begins in the winter of 2024 (start dates contingent on funding)	ED, Director of Operations and Finance
Immediately following authorization	Ongoing	**Student Recruitment:** - Student recruitment will begin post-authorization, at the latest in Fall of 2024. Applications will also launch in Fall 2024. - ED, Director of Operations and Finance & Board will host information sessions, both virtually and in-person, at community centers, apartment community centers, daycares, and other community partners. - ED, Director of Operations and Finance, Board and Family Advisory Council will continue to engage in strategic community engagement through neighborhood canvassing, door knocking, and attending community events. - Social media and mailing marketing will also be used.	ED, Director of Operations and Finance, Board, Contracted Community Engagement Specialists
October 1, 2024	February 27, 2025	**Student Recruitment:** **-** Enrollment applications made available (See **Table 49**)	ED, Director of Operations and Finance
February 1, 2025	May 15, 2025	**Facilities and Operations:** - Manage materials procurement including Curriculum and instructional materials, furniture, technology, cleaning supplies - Order and install signage - Develop and finalize school safety plans and schedule emergency drills - Select and maintain student database for records, grades, attendance, discipline, family communication, etc.	ED, Director of Operations and Finance
May 1, 2025	May 29, 2025	**Staff Development:** - Finalize the scope and sequence of professional development and all accompanying materials for delivery	ED, Director of Operations and Finance, Contracted Professional

			Development (Morningside Academy)
May 1, 2025	August 15, 2025	**Student Recruitment:** - Final student outreach and applications submitted - Lottery and enrollment in late winter/early spring of 2025 - Family Orientation- Spring-Summer 2025	ED, Director of Operations and Finance
May 15,2025	June 15, 2025	**Facilities and Operations:** - Furniture, technology, and other materials delivered, and school facilities are ready for opening - Inventory of all technology - IT services secured to ensure network and technology functionality - Final procurement of office supplies - Final health and safety inspections	ED, Director of Operations and Finance
July 16, 2025	August 5, 2025	**Staff Training:** - 16-day staff orientation and founding team professional development series	ED, Director of Operations and Finance, Social Worker, Director of Community, Director of Personalized, Morningside Academy consultant
July 29, 2025	July 31, 2025	**Student and Family Orientation** - Student and family orientations prior to the first day of school - Pre-opening family and community events	Leadership, Family Advisory Council
July 31, 2025	August 1, 2025	**Community Partner Orientation** - Community partners will convene prior to the first day of school	Leadership, Family Advisory Council

Compensation for the above listed activities is built into the Encompass budget. Specifically, we have budgeted for:

- Executive Director Salary: $105,000
- Director of Operations and Finance Salary: $42,500 (begins in January 2025, half of the full salary of $85,000)
- Contracted Community Engagement Specialists, Materials and Enrollment Lottery: $20,200 yearly + $4,500 for pre-planning year.
- Ongoing training and support for Encompass Board of Directors and Lead Founder: $0 (provided as part of Nashville Incubator Fellowship)
- Morningside Teacher's Academy (MTA): $0 *the cost of professional development begins in Year 1, as reflected in **Attachment AA.**

As outlined in our budget, Encompass will require approximately $400,000 in startup funds to support our opening. Since the initial application submission:

1. Encompass has been awarded a $750,000 multi year CSP grant, available upon authorization, to support startup costs;
2. Encompass believes the probability of securing a $215,000 grant from NewSchools Venture Fund is very high as the investment team's recommendation is pending only the NewSchools Board's approval.;
3. Received $100,000 in committed funds from local philanthropy of start-up funds from local funders; and,
4. Continued to amass a list of funds eligible upon authorization and created a plan that ranks the likelihood of an award and a timeline for drafting and disbursement.

In addition, in **Attachment G**, CityFund has indicated that:

> "Since 2016, the City Fund board of directors has approved over $10M in grants to support public education efforts in Nashville. A portion of that budget is allocated towards creating high-performing public charter schools. Upon authorization, **we are prepared to provide financial support to the Encompass Community School team as they work to create a new public school model for the Nashville community.** Encompass will employ a mastery-based learning model that allows for flexible groupings across grade levels a student-centric approach that will ensure all students thrive academically and personally. This is the type of innovative school model our community needs. We are confident in Encompass Community School's academic and financial leadership capacity to launch a high-quality option for kids and families in Nashville, and we respectfully encourage you to authorize the school."

While the leadership team and the board will work diligently to track progress and adjust course as necessary, we feel confident that these resources, combined with a thoughtful startup plan, contingencies and the time we have prior to opening to execute these plans will allow us to meet these goals.

b. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.

Despite robust planning and tremendous talent and support, Encompass will absolutely face challenges as we approach start up. We are imminently confident that with our founding team's proven leadership and extensive experience, and the support of our community - we are up to the challenge.

As requested in this section, a detailed plan of reasonably anticipated challenges is listed below. This list and its aligned plans are rooted in robust research and experience. Our team has spoken to dozens of local and national founders, consulted with our community, reviewed pertinent policy and law, and considered our own internal assets and areas of growth to inform our contingency planning.

That said, the nature of this work is highly dynamic. Our team realizes it is foolhardy to assume we can predict the road ahead, and so must be prepared to weather the unanticipated hurdles we will undoubtedly encounter along the way. To do this, our team is committed to:

- Intentional tracking of goals, progress, founding team and Board of Directors meeting cadence. This will allow us to identify any unanticipated trends and respond in kind.
- Proactive contingency planning. While we can't anticipate all specific challenges, we know they will come and they will likely require flexibility in our staffing and budget. Our team has already developed several potential contingency budgets and plans and has a strong understanding of the law, mission and budget to ensure that as we adjust we do so in alignment with those North Stars.

Table 54: Encompass Anticipated Start-up Challenges and Plan

Anticipated Challenge	Encompass Action Plan
Facilities	• The lead founder has already begun conversations with local organizations, including faith-based and non-profit organizations, to explore co-location and leasing conversations. • Encompass Board Member Corey Hammonds is the successful owner of The Hammonds Group, Inc. a real-estate organization, and has extensive experience and a network to support our facilities search. Corey is engaged in a facilities search and initial conversations with

	potential organizations in our proposed community. ● The lead founder has begun the conversation and search with commercial real estate agents and brokers to explore commercial real-estate availability within the proposed community. ● The lead founder works closely with Level Field Partners, an organization responsible for over 130 successful facility projects nationwide with charter schools and collaborates on determining viable options and spacing needs and exploration/negotiation conversations. ● The lead founder is a fellow with Nashville Incubator, an organization that supports entrepreneurial education leaders, and provides support through pre-launch and launch, which includes access to resources to support the facilities search such as a broker.
Student Enrollment	● The Founding Board of Encompass are pillars within the Nashville Community, and most have specific ties to our proposed community. ● Our community engagement outreach began in June 2023 through volunteering, tutoring, relationship building with community members and organizations. To date, we have received **221 interest-to-enroll** forms for our target opening grades of K-3 in 2025, a 110 increase since submission in February. ● We've also begun outreach efforts that have resulted in widespread community support and family input on our school design. We have learned through this work the barriers that some families experience in accessing information, and have found that on-the-ground door knocking has been the best form of engagement. ● These efforts have been led by Nashvillians who have attended local schools themselves and have deep connections to our proposed community. ● We have developed relationships with local organizations that are champions of our school model, and seek to support however they can help engage the community and recruit and enroll students. ● Our work thus far has provided us great insight into the best way to reach families, which will continue to inform our recruitment and enrollment efforts, ensuring universal accessibility to information. ● As noted above, in the event that these robust efforts do not yield desired enrollment numbers, Encompass is prepared to adjust. This might include modified grade band enrollment and/or adjusted hiring.

Attracting and Retaining Leadership & Talent	• Given the innovative approach of Encompass- the use of mastery-based learning and MMGI, strong leadership and teacher professional development structures are crucial to the execution of our academic plan and model. We recognize that a majority of leaders and staff will begin with Encompass having limited to no training on elements of our school model, and will therefore require sustainable systems for constant development and growth.
	• As a result, we have considered several steps to ensure hire, train and support qualified teachers and leaders. These include:
	  ○ Encompass has established a 3-year partnership with Morningside Academy (the creators of our academic model) to provide ongoing training and coaching to both teachers and leaders in the summer and throughout the school year (both virtually and in-person).
	  ○ Establishing partnerships with local colleges and talent development organizations including Nashville Teacher Residency, to ensure a pipeline of diverse, qualified, mission-aligned teachers and staff.
	  ○ Having clearly defined career pathways differentiated according to professional goals
	  ○ As outlined in detail in **Section 2.4d** - Planning, budgeting time and resources for, and executing a robust and early recruitment process for faculty and staff, including the recent hiring of a communications and marketing firm to support this work.
	• While we believe these steps, combined with a conservative starting enrollment and thus low overall hiring numbers, will allow us to make the requisite hires. However, in the event that we do not meet hiring goals, we have considered contingencies. Including:
	  ○ Expanding partnership with Morningside to include more and more robust training;
	  ○ Leveraging leaders (such as the Director of Personalized Learning) to do some direct instruction; and,
	  ○ Lowering starting enrollment targets.

Funding	• Our timeline of authorization does not fully align with the timeline of application for funding that is available for start-up charter schools such as NewSchools Venture Fund and Charter School Growth Fund, preventing the guarantee of funds. • Therefore, we have created a budget and described in our budget

	narrative that given the timeline, we will recruit funding from local and national funders at $400,000 (total ask will be $600,000) in year 0 and operate a budget without relying on the national grants listed above. If we secure grants from these two funders, we will increase our fiscal health but are also able to operate and launch without them. ● Our Board Members Kendra Smith, Serena Sayles, Corey Hammonds and Jennifer Hill have extensive experience with fundraising and securing funds through grant writing and will support our fundraising efforts as needs are identified throughout our pre-launch and year 1. ● Our enrollment and staffing model eliminates reliance on fundraising in year 2. ● While we have evidence we will be fully enrolled, we have developed a budget that doesn't rely on this and takes into consideration variability.
Innovative School Model	● To our knowledge, we will be the first school in Nashville that uses mastery-based learning as our core instructional program within a community school model. We acknowledge that starting and scaling this school model will face challenges in operations and academics. As mentioned above, we therefore have established a 3-year partnership with Morningside Academy, the designers of MMGI (see **Section 1.3**), as well as a close collaborative partnership with Prospect Academy, a charter school implementing this model in Colorado. ● Our leader/founder spent a full school year piloting this model with small groups, and also spent a total of 6 weeks in residences at Prospect Academy and Morningside Academy to develop a deep understanding of the model. ● Our Founding Board members Kendra Smith, Serena Sayles, Jennifer Hill and Dr. Johanna Staubitz have extensive experience working in education. Dr. Staubitz has participated in summer training for the Morningside Model of Generative Instruction (MMGI- our core academic model) ● We are projected to hire a full-time Director of Operations and Finance in January 2025, 7 months prior to opening to lead and support all components related to operations. ● Ms. Garry's fellowship with the Nashville Incubator includes ongoing support and training through year 1 of operation.

2.3 Facilities

a. Describe the proposed school's facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

Table 55 illustrates projected square footage needs in years 1-5, and at full growth, in year 9. Throughout years 1-5, we have projected to average between 70-114 per square foot per student, which is an average of 90 square feet per student. At full growth, our projections are at 104 per square foot per student. These estimates are reflected in our budget (**Attachment AA**).

Table 55: Projected Facility Needs

	Year 1			Year 2			Year 3			Year 4			Year 5			Full Growth (Year 9)		
Administration	**# Rooms**	**SF/ Room**	**Total SF**	**# Rooms**	**SF/ Room**	**Total SF**	**# Rooms**	**SF/ Room**	**Total SF**	**# Rooms**	**SF/ Room**	**Total SF**	**# Rooms**	**SF/ Room**	**Total SF**	**# Rooms**	**SF/ Room**	**Total SF**
Reception	1	100	100	1	100	100	1	100	100	1	300	300	1	300	300	1	300	300
Administrative Offices/Meeting Space	1	400	400	1	400	400	1	400	400	1	800	800	1	800	800	1	800	800
Counseling Center / Offices	1	250	250	1	250	250	1	250	250	1	250	250	1	250	250	2	250	500
Nursing Station w/Restroom	1	250	250	1	250	250	1	250	250	1	250	250	1	250	250	1	250	250
Conference Room	0	300	0	0	300	0	0	300	0	1	300	300	1	300	300	1	300	300
Teacher/Leadership Resource and Workroom	1	300	300	1	300	300	1	400	400	1	725	725	1	725	725	1	725	725
Staff / Visitor Restrooms	1	80	80	1	80	80	1	80	80	1	80	80	1	80	80	2	80	160
Net School Administration			**1,380**			**1,380**			**1,480**			**2,705**			**2,705**			**3,035**

	Year 1			Year 2			Year 3			Year 4			Year 5			Full Growth (Year 9)		
Academic	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**
General Education Classrooms																		
Kindergarten	2	750	1,500	2	750	1,500	2	750	1,500	2	950	1,900	2	950	1,900	2	950	2,000
1st Grade	1	750	750	2	750	1,500	2	750	1,500	2	950	1,900	2	950	1,900	2	950	2,000
2nd Grade	1	750	750	1	750	750	2	750	1,500	2	950	1,900	2	950	1,900	2	950	2,000
3rd Grade	1	750	750	1	750	750	1	750	750	2	950	1,900	2	950	1,900	2	950	2,000
4th Grade	0	750	0	1	750	750	1	750	750	1	950	950	2	950	1,900	2	950	2,000
5th Grade	0	750	0	0	750	0	1	750	750	1	950	950	1	950	950	2	950	2,000
6th Grade	0	750	0	0	750	0	0	750	0	1	950	950	1	950	950	2	950	2,000
7th Grade	0	750	0	0	750	0	0	750	0	0	950	0	1	950	950	2	950	2,000
8th Grade	0	750	0	0	750	0	0	750	0	0	950	0	0	950	0	2	950	2,000
Elective Classrooms	0	750	0	0	750	0	0	750	0	2	750	1,500	2	750	1,500	4	750	4,000
Pullout / Resource Rooms / Special Education Offices	1	500	500	1	500	500	2	500	1,000	1	750	750	2	750	1,500	2	750	1,400
Net Academic			**4,250**			**5,750**			**7,750**			**12,700**			**15,350**			**23,400**

	Year 1			Year 2			Year 3			Year 4			Year 5			Full Growth (Year 9)		
Campus Resources	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**	**# Rooms**	**SF/Room**	**Total SF**
Multipurpose Room / Cafeteria / Storage	0	1,500	0	0	1,500	0	0	1,500	0	1	1,500	1,500	1	1,500	1,500	1	3,000	3,000
Kitchen / Servery / Pantry	1	500	500	1	500	500	1	500	500	1	1,000	1,000	1	1,000	1,000	1	1,000	1,000
Physical Education	1	1500	1,500	1	1500	1,500	1	2000	2,000	1	3000	3,000	1	3000	3,000	1	6000	6,000
Custodial / Custodial Storage	1	100	100	1	100	100	1	200	200	1	200	200	1	200	200	1	200	200
Storage/Tech (Years 1-3, tech storage included in admin storage)	0	100	0	0	100	0	0	100	0	1	300	300	1	300	300	1	300	300
Student Restrooms	1	500	500	1	500	500	1	500	500	2	500	1,000	2	500	1,000	4	500	2,000
Utilities	1	100	100	1	100	100	1	100	100	1	300	300	1	300	300	1	300	300
Net Campus Resources			**2,700**			**2,700**			**3,300**			**7,300**			**7,300**			**12,800**

	Year 1			Year 2			Year 3			Year 4			Year 5			Full Growth (Year 9)		
Total Admin, Academic and Campus Resources			**8,330**			**9,830**			**12,530**			**22,705**			**25,355**			**39,235**
Circulation / Other		30%	2,499		30%	2,949		30%	3,759		30%	6,812		30%	7,607		30%	9,896
Gross Square Footage			**10,829**			**12,779**			**16,289**			**29,517**			**32,962**			**49,131**
Estimated Rent- Years 1-3 @20sq ft, and Years 4+ @ $25 sq/ft			**216,580**			**255,580**			**325,780**			**737,913**			**824,038**			**1,228,275**
Sq. ft/per student			**106**			**73**			**72**			**107**			**101**			**105**

During incubation in years 1-3, we assume the use of a warming kitchen, and estimate 500 square feet for this space, as provided by Level Field Partners. In year 4, once in a permanent facility, this space increases to 1,000 square feet. We also assume leasing terms that allow us to grow into the full usage of a space, as shown in year 4 and 5, only utilizing half of a physical education space.

b. Explain how the above-described facility needs to be tied to the related items in the proposed school's budget.

To ensure a fiscally healthy and realistic opening, we have budgeted for several facilities-related expenses. The Founding Board of Directors and lead applicant acknowledge that associated costs can be highly variable, depending on the facility, and therefore we have partnered with several experts, described below, to inform these estimates. As described in this section, we project that we will lease a temporary facility in years 1-3 and move to a permanent location in year 4. We have projected that tenant improvements for our permanent facility will occur in year 3, and have projected a cost of $300,000, which includes construction needed for ADA compliance. Overall, Encompass assumes an average of approximately 15% of revenue to be spent on occupancy costs with an estimated cost of $20 per square foot in years 1-3 and $25 per square foot in year 1. Estimated facilities costs are reflected in our projected budget (**Attachment AA**) for Years 1-5 under Facility Related Expenses and are further shown in **Table 56** below.

Table 56: Facility Related Costs

	Year 0	**Year 1** *Temporary facility*	**Year 2** *Temporary facility*	**Year 3** *Temporary facility*	**Year 4** *Permanent facility*	**Year 5** *Permanent facility*
Tenant Improvements & ADA Compliance	$100,000	-	-	$300,000	-	-
Building Decorum	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000
Rent	$17,000	$216,580	$255,580	$325,780	$721,663	$807,788
Faculty Furniture	$0	$13,500	$5,000	$6,500	$6,500	$5,750
Student Furniture	$0	$28,500	$28,100	$17,600	$17,600	$17,600
Internet/ Network Equipment	$20,000	$2,500	$2,500	$2,500	$22,525	$2,500
Other Equipment	$4,000	$4,000	$4,000	$4,000	$4,000	$2,000

Through a continuous survey of cost per square foot, and pulling from the cost facilities from recently opened charter schools, we have budgeted $20 per square foot for a temporary space in years 1, 2 and 3. Given our plans for co-location, we expect this cost to be lower but maintain $20 per square foot in our budget (**Attachment AA**) to remain conservative with our projections. Our estimated costs increase once in a permanent site to $25 per square foot. Additionally, Encompass has begun to survey potential national lenders who support the financing of early start charter schools, should our facilities plan require additional funding options beyond planned.

c. Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
d. Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

The Founding Team has recruited a team of experts to support our facilities work.

Corey Hammonds, a member of the Founding Board, is the Founder and CEO of The

Hammonds Group, Inc., which specializes in commercial and residential sales, appraisals, consulting, and development. Corey is licensed in the state of Tennessee as a Real Estate Broker and is a Certified General Appraiser in the State of TN. Hammonds holds a Bachelor of Arts in Real Estate Studies and is a graduate of the Paul W. Barret, Jr. Graduate School of Banking. He actively participates in local real estate associations.

Level Field Partners is a team of experts with a track record of successfully collaborating on over 130 charter school projects across 29 states, including many schools in the Nashville area and Tennessee. Jimmy Henderson is the main partner supporting Encompass's facilities search. Jimmy formerly served as the CFO/COO at a public charter school, where he oversaw and led the expansion and financing of a new campus. Our partnership with Level Field Partners is reflected in **Attachment G**, Letters of Support.

Southeast Ventures, a Nashville commercial real estate company, has extensive experience in searching and acquiring commercial real estate. Through their individualized approach and successful track record, Encompass and the Board of Directors are confident in our ability to fulfill facility contingency plans, as necessary.

As outlined in previous sections of this charter, the lead founder has spent hundreds of hours engaged in community outreach. During that time, she conducted exploratory conversations with dozens of local community organizations to explore potential temporary and permanent sites. This work has been done in collaboration with Level Field Partners and will continue in partnership with our founding Board member, Corey Hammonds and as needed, Southeast Ventures.

In addition, the formation of the Board Facilities Committee upon authorization will support the Founding Team in monitoring progress toward our start-up goals and identifying the potential need for additional technical support.

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 the Board and lead applicant search and assess potential facility options, we will keep compliance with all laws associated with school facility management as a guiding principle. The Board and any outside architectural consultant will conduct initial assessments on the existing sites and communicate findings and advice to the Board about the existing structure and any improvements that would be necessary for regulations, including ADA compliance.

Encompass will ensure that all facilities are ADA compliant or create a plan in collaboration with an architect and ADA inspector to ensure ADA compliance is achievable. Additionally, we will consult with a code assessor to support and assist in fulfilling all necessary due diligence. The Facilities Committee will ensure that our final plan is in compliance with all ADA requirements, city review requirements, and safety requirements per TN Code § 49-13-107.

f. Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.
g. Broadly describe a contingency plan, should your facility fall through.

A timeline for facility acquisition is outlined below.

Table 57: Encompass's Facility Acquisition

Timeline	Description	Responsible Party
September 1, 2023-November 15, 2025	**Secure Facilities:** - work with Level Field Partners to determine start-up and permanent site needs - Identify potential sites through a lease-of-purchase model - Secure all permits and approvals for occupancy - Initial inspections and analysis to determine necessary tenant improvements and ADA compliance projects (if applicable)	Encompass Board, Executive Director (ED)
November 15, 2024-June 15, 2025	**Facilities and Operations:** - All facilities projects to be completed 2 months prior to opening - Identify transportation vendor and develop transportation routes and plan - Conduct needs assessment for materials procurement (furniture, technology, cleaning supplies) - Finalize Employee and Community Handbooks (including all school policies and procedures pertaining to staff, students and families) and conduct legal review	Encompass Board, ED, Director of Operations and Finance

February 1, 2025-May 15, 2025	**Facilities and Operations:** - Manage materials procurement including curriculum and instructional materials, furniture, technology, cleaning supplies - Order and install signage - Develop and finalize school safety plans and schedule emergency drills - Select and maintain a student database for records, grades, attendance, discipline, family communication, etc.	ED, Director of Operations and Finance
May 15, 2025-June 15, 2025	**Facilities and Operations:** - Furniture, technology, and other materials delivered, and school facilities are ready for opening - Inventory of all technology - IT services secured to ensure network and technology functionality - Final procurement of office supplies - Final health and safety inspections	ED, Director of Operations and Finance

The Facilities Committee has been and will continue to work doggedly to ensure the timely acquisition of an appropriate location for Encompass. Given the experiences of previous founders, we anticipate that this process will be long and winding, and our team is ready to think and be creative in our approach to successful acquisition.

Contingency Plan

Contingency plans include co-location with other charter campuses, use of a smaller space, a longer incubation timeline, adjusted enrollment, and seeking creative additional financing options - including the use of modular units. If the above contingency plans are not sufficient, Encompass's Board will explore a delayed opening.

h. List any properties you have considered and may have already identified as suitable to meet the proposed school's facility needs.

i. If the current proposed property is under a non-disclosure agreement, in lieu of listing the property address, describe the general geographic location/neighborhood/zip codes. Describe any modifications and/or revisions necessary prior to opening.

ii. If no suitable facility and/or property has been identified, how has the sponsor determined that suitable facilities exist within the proposed

geographic location.

As of May 21, 2024, Encompass is evaluating two potential viable options located within our target geography.

For the first property, due diligence processes have begun and both parties have agreed to enter a non-disclosure agreement. The property is located to our target enrollment population, with easy access to main roads for transportation and within our proposed geographic location of North Nashville. The property includes a full working commercial kitchen, as well as adequate intervention space, outdoor space and parking. Our facilities team, in partnership with Encompass's financial management company, GT3 (see **Attachment G** for letter), is conducting further assessment and analysis to determine the length of viable incubation at this site.

For the second property, an initial letter for facility needs and leasing length have been shared with the property owners and next steps are actively underway. This property is also ideally located to our target enrollment population, and while additional codes and architecture audits will need to be conducted, it has sufficient square footage and room requirements to meet our needs for the first several years of operation.

Encompass continues to explore potential commercial real estate properties within our proposed location to ensure viable options are available as part of our contingency plan.

Encompass has also selected an architecture firm to oversee code compliance and other due diligence measures, WBA Architecture.

Over the last 8 months, the proposed Executive Director, the Board as well as our partners at Level Field and Southeast Ventures have spent more than 100 hours pursuing facilities options and understanding the hyperlocal supply in and around our proposed school location. Our team has made significant progress and remains confident an appropriate facility can and will be procured in advance of our proposed opening and within our stated budget and/or contingencies.

Based on this market scan, the most likely location for Encompass will be a co-location with an existing nonprofit or early childhood center. As shown in **Section 2.3a**, we are projected to need approximately 11,000 square feet in year 1 and approximately 16,300 square feet in year 3. Given that co-location is our most likely and preferred scenario, we will likely need to have the opportunity to share larger spaces such as a space for physical education, meeting

spaces and a space for holding lunch. Co-location with an existing entity will also likely allow us to be more cost-efficient in rent and potential opportunities for shared costs, and more flexibility in general leasing terms, as these properties are not reliant on monthly rent like most commercial real estate.

As part of our contingency planning, our team is continuously reviewing commercial real estate in our proposed community. As of 1/5/2024, a survey of potential commercial real estate properties showed 7 viable options within the Pearl Cohn and Whites Creek Cluster that meet budget projections, square footage estimates and zoning permits, with an average of $15.41 per square foot and a range of 35,528-120,535 available square footage for leasing. The Encompass team and partner organizations described above will engage in formal conversations pertaining to commercial real estate leasing when the Founding Board and lead founder determine co-location options have been exhausted and not viable, and the contingency plan of commercial real estate options is needed.

As a result of our robust community engagement (see **Section 1.10**), we have received several tangible leads to local developers, nonprofits, and childcare agencies that could become co-location partners. True negotiations are difficult to begin in advance of authorization. However, through this growing network, our Board, and other facility partners mentioned above, we are confident in our ability to secure a suitable facility to open in August 2025.

2.4 Personnel/Human Capital

a. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart for Year 1 as Attachment O and at full capacity as Attachment P. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

We acknowledge that a well-designed plan is nothing without the backing of time, talent and treasure. To that end, we have designed a staffing model that, combined with professional development (**Section 2.5**), ensures the sustainable execution of our school mission and vision.

During the planning year, the leadership team will include an Executive Director and a Director of Operations and Finance. In Year 1, Encompass will have three founding directors: Director of Operations and Finance, Director of Personalized Learning and Director of Community (this is initially a part-time position and will grow to full-time). These individuals will make up the Leadership Team. As the school grows and reaches scale, new positions will be added to increase capacity and reach sustainability.

Executive Director:
The Executive Director will lead and oversee the instructional leadership team, as well as teacher coaching, with a heavy emphasis on coaching teachers directly in years 1-3. The Executive Director will manage all academic programming, assessment, instruction, and ongoing coaching of teachers, as illustrated in **Attachment O**. The role of the Executive Director in coaching teachers will shift to instructional leaders, such as Assistant Principals and Deans, to be added as the school grows (further described below).

Director of Operations and Finance:
This position is essential to ensuring successful planning, launch and oversight of school operations and finance. This individual will manage our external partnership with a back-end office (as reflected in **Attachment AA**) and oversee the operations of the school such as transportation, nutritional services, and enrollment applications. The finance committee, led by the Board Treasurer, will provide additional oversight and support around finance and operations, however, internal bandwidth and expertise are critical. Encompass has already begun a search for a highly qualified individual with an extensive background in finance and will leverage the networks of current Board member Corey Hammonds as well as Jefferson Bridge Capital and other organizations

to support the search. More formal conversations will occur upon authorization.

Director of Personalized Learning:
Providing high-quality instruction and support to all students is central to our school's mission and model. Therefore, starting in year 1, we will hire a full-time Director of Personalized Learning to oversee special populations at Encompass. This includes coaching special populations teachers and instructional assistants, managing/scheduling services, compliance, and instruction. Depending on our enrollment numbers, we have planned for this individual to teach for part of the school day.

Director of Community:
The Founding Director of Community will serve as an integral leader in ensuring Encompass carries out our mission and creates sustainable systems and partnerships to carry out the goals of our community school. Initially, this position will be part-time and transition to a full-time role as the school grows. This person will be responsible for recruiting, formalizing, and maintaining external partnerships, focusing on addressing the needs of and removing barriers for families. This person will also be responsible for managing the social worker.

Table 58: Overview of Division of Responsibilities- Years 1-3

Executive Director/Executive Director	**Director of Operations and Finance**	**Director of Personalized Learning**	**Director of Community** *(part-time years 1-3)*
• Facilities planning • Compliance • Board management • Growth and expansion • Manage Directors • Manage general education teachers • Curriculum development and instructional leadership • Testing Coordinator	• Finance • Facilities support and planning • Compliance • Manage vendor partnerships • HR: Benefits & payroll • Manage Office Manager	• Manage part-time Behavior Analyst • Oversee RTI^2 processes • Manage Child Find and RTI^2 procedures • Oversee IEP/ILP compliance • Manage special education teachers and instructional assistants	• Manage Social Worker • Manage external community partnerships (related arts, community wraparound services, etc) • Community survey coordinator • High school transition • Oversee Family Advisory Council

• Manage related arts teacher			
Shared Responsibilities			
- Community Engagement - Staff recruitment & hiring - Professional Development - Student recruitment & retention			

Encompass Leadership at Scale

As Encompass grows, we will also grow our leadership team. Below we describe leadership roles that will be added from opening to scale (year 9). In addition to an Assistant Principal in the elementary and middle school, each will also have a Dean. Depending on the needs, the Deans will support AP's through academic, instructional and school culture support.

- Assistant Principal (AP): In year 3 Encompass will hire an Assistant Principal of K-5 and in Year 6, an Assistant Principal of 6-8.
- Dean of Elementary School: Academic, instructional, and school culture support in grades K-5 (Year 7)
- Dean of Middle School: Academic, instructional, and school culture support in grades 6-8 (Year 8)
- Director of Strategy, Growth, and Impact: This individual would lead strategic planning for initiatives and programming, as well as talent and staff retention initiatives (Year 8).

b. Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications, and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume as Attachment Q.
c. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Executive Director/Executive Director

Megan Garry, M.Ed., BCBA, LBA is the lead applicant of Encompass Community School and the proposed Executive Director. Ms. Garry's resume is included as **Attachment Q**.

Ms. Garry has a history of leadership and driving student achievement results. As a teacher, Ms. Garry's results were consistently exceptional. In Mississippi, she set records for end of year exam passage rates, was named Teacher of the Year, and had the highest student

achievement scores in her district. Later, in Connecticut, she drove impressive outcomes for her students and, as a result, achieved the network's highest designation for teaching excellence. As the Founding Assistant Principal for Student Supports at Nashville Classical, she was responsible for building a team and program charged with supporting Tier II, Tier II and Special Populations' students. In collaboration with her team, the school was consistently ranked as a top-performing elementary school in MNPS. Since 2021, Ms. Garry has been committed to building her own knowledge and skills as a school founder and leader. She has led the design, execution and management of multiple organizations and programs focused on ensuring equitable student outcomes. Additionally, she was accepted to a highly selective incubation fellowship program. As a fellow, Ms. Garry has completed several leadership residences, received hundreds of hours of leadership and design training, and begun a Doctoral Program. This summer, Ms. Garry will begin a School Leader Fellowship with PIVOT, a three-year cohort-based collaborative focused on supporting executive leaders. Additionally, Ms. Garry will join NewSchools Venture Fund (NSVF) communities of practice during Encompass's planning year and receive school founding and charter management support, pending NSVF Board approval of investment team recommendation. NSVF has supported 122 schools nationwide in pre-planning, to launch and beyond. Taken together, Ms. Garry has a track record of driving student achievement results at the individual, team, manager, program and school levels.

A job description for the role of Executive Director at Encompass is detailed below:
Qualifications:

- Master's Degree in Education and/or Administrative Credential (highly preferred)
- Relevant experience with school and organizational leadership and educational innovation (required)
- Relevant successful experience as a school leader and teacher; a minimum of five (5) years of teaching experience and two (2) years of administrative experience is preferred
- Relevant experience with the Morningside Model of Generative Instruction (MMGI)
- Belief in the mission and vision of Encompass, interest in our innovative model of public education, and commitment to the school's success
- Experience in curriculum and instructional design, supervision and evaluation
- Ability to communicate effectively with diverse groups, the Board and the community
- Experience with school operations including finances, fundraising, facilities, health and safety and other operational management
- Other qualifications and/or qualities deemed important by the Board
- An incredible work ethic and passion for being part of an innovative, collaborative, mission-driven school culture.

<u>Executive Director Responsibilities</u>
The Executive Director shall perform assigned tasks as directed by the Board of Directors

and shall be required to undertake some or all tasks detailed below. These tasks may include but are not limited to the following:

- Ensure Encompass strives towards meeting the mission and vision and communicates the mission to the larger community
- Communicate and report to the Board of Directors:
    - Regular Board reports on academics, operations, development, and community relationships;
    - A calendar for the upcoming school year, finalized no later than December of the preceding year, for Board approval
    - A fiscally conservative annual budget to the Board that supports Encompass's academic, social, and professional mission, in consultation with the Board Finance Committee, by at least April 30th (two months prior to the close of our fiscal year)
    - Reports to federal, state, or private grant organization, including federal Title I LEA Plan describing the school's Title I services pursuant to the provisions of the No Child Left Behind Act of 2001
    - Reports on activities, organizational development progress, and student achievement to applicable state and federal reporting agencies
- Draft, submit to Board, and publish an annual report to community stakeholders including
    - School success metrics (achievement data, student statements)
    - Audited financial statements
- Complete and submit required documents as requested or required by the charter and/or the Encompass Board of Directors, authorizer, and the State Board of Education
- Coach, evaluate and support Encompass's Leadership Team to ensure mission alignment in:
    - Curriculum and instruction
    - Professional development and teacher onboarding
    - Faculty, parent, and student engagement
- Initiate, participate in, and oversee fundraising for Encompass to ensure the long-term financial health of the organization
- Identify staffing needs, oversee employee hiring, development, promotion, progressive discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate regularly with parents, recruit new families and students, and assure families of academic growth

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board
- Ensure that appropriate evaluation techniques are used for students and staff
- Work with the Leadership Team to establish and maintain a system for collecting and reporting tasks such as student records including attendance, health recording and immunization status, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Ensure the security of the school building and the safety of students ○ Promote positive public relations and interact effectively with media
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Cultivate and sustain diverse community partnerships
- Oversee hiring practices including:
    - Recruiting new faculty, teaching assistants, and residents
    - Screening applicants during interview process

Hiring Process

Encompass's Board of Directors is responsible for sourcing and hiring the Executive Director. The Executive Director is responsible for hiring all other leadership positions. The following process will be used for hiring of all leadership positions at Encompass:

1. Application:
   Applicants will submit a resume and letter of intent. The application includes open-ended response questions to evaluate an applicant's educational philosophy, alignment with the school's core values, and perceived leadership strengths.

2. Phone Interview:
   After reviewing the application, selected candidates will be invited to participate in a 30 minute phone interview with a member of the leadership team. Phone interviews will follow an interview protocol to ensure consistency and minimize bias.

3. Performance Task:
   Following the phone interview finalists will be asked to submit a performance task aligned to the key functions of their role.

4. Recommendation Letters and Reference Checks:
   Three references will be contacted and asked to provide recommendations on behalf of finalists prior to a final interview. Additional reference checks may be conducted preceding or following the final interview.

5. Final Interview:
   Candidates invited to a Final Selection Interview will engage with a committee of Encompass leaders and staff, as well as a parent representative. This in-person, full day event where candidates will have the opportunity to demonstrate relevant leadership skills, cultural leadership, and mission and vision alignment.

Leader Support and Development

Pursuant to State Board Rule 0520-02-01 and State Board Policy 5.201 Encompass's Leadership Team will be evaluated using the TEAM-TN Administrator Evaluation process. This process includes a combination of self-reflection, observation, school staff input, and student data. The Board of Directors will consider TEAM data, Academic Performance Goals and Student Culture Surveys to inform their annual performance review of the Executive Director.

In addition to the formal annual reviews, ongoing development of the leadership team is a top priority for Encompass. As such, our staffing model allows for robust and ongoing development and coaching of the leadership team by the Executive Director (see **Section 2.5**). As a Nashville Incubator Fellow, the proposed Executive Director will receive ongoing executive coaching through the first year of operation with an option to extend coaching beyond that time. That coaching will be in response to a thorough needs analysis and cover topics such as building a strong and equitable school culture, leading leaders, coaching teachers, community engagement, board engagement, data analysis, fundraising, and diverse talent cultivation. Upon authorization, Encompass will pursue additional funding and leadership development opportunities through Charter School Growth Fund and NewSchools Venture Fund to ensure that there is ongoing, holistic, and robust support for the leader.

d. Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers.
- Identify key selection criteria, required experience, and any special considerations relevant to your school design.
- Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment R.

Recruitment and Hiring Strategy

Encompass's hiring team will include the Executive Director, the Director of Operations and

Finance, and Director of Community. As described throughout our application, the achievement of our mission can only happen with staff that are mission-aligned and highly trained and supported. Upon authorization, Encompass will begin conversations with local organizations and Universities regarding talent pipeline pathways.

- Internships and student teaching: We know that given the unique and innovative features of our school model, it is likely that teacher prep-programs will not fully cover all of the skills necessary for implementation. Therefore, we plan to build partnerships with local HBCUs and Universities while students are enrolled in teacher preparation programs.
- Local talent: Partnerships with local HBCUs and Universities, Relay Graduate School, Nashville Teacher Residency, etc.,
- Regional/National Talent: Teach for America, National Universities, Relay Graduate School

Part of our strategy also includes planning for midyear positions, as such, the hiring team will maintain an active pool of qualified, right-fit applicants.

Lastly, we recognize that our unique model will require intentional and robust hiring and training practices. Therefore, we have created an aligned and purposeful summer professional development plan, and ongoing coaching. Additionally, we will work in collaboration with the Morningside Teacher's Academy (MTA) to create best practices for hiring for a mastery-based model, and will make adjustments to fit our local context with the Executive Director and Board Members. Our three-year partnership with MTA is reflected in our budget in years 1, 2 and 3.

Hiring Timeline

Encompass will follow the hiring timeline detailed in **Table 59** to ensure timely recruitment and training for opening.

Table 59: Encompass's Hiring Timeline

Date	Recruitment Targets
February-April 2024	Charter Application submitted and reviewed by MNPS
July 2024	- Charter Application approved and Recruitment efforts begin and continue until all positions are filled - Explore and establish partnerships with Universities and organizations to create a pipeline for teachers

August 2024- May 2025	- Interviews, hiring and background check for Director of Operations and Finance (start date January 2025) - Multiple rounds of interviews for founding staff - Director of Community hired
June 2025	All staff hired
July 2025	Summer professional development begins
August 2025	Encompass opens with K-3

After opening, Encompass will generally follow the timeline in **Table 60** for filling any open positions for the following school year.

Table 60: Ongoing Hiring Timeline

Date	Recruitment Targets
Ongoing	Accept applications for all positions and conduct initial phone screen to determine mission alignment
September-January	Interview for expansion or known open positions for the following school year
January-February	Conduct retention conversation with current staff to inform open positions and staffing model
January-April	- Interviews, reference and background checks for open positions - Send offers
May-July	Ongoing application review and interviews until all positions are filled
July-August	Summer professional development (~3 weeks) and launch into school year

Selection Criteria

Per the Elementary and Secondary Education Act (ESEA), Encompass will ensure all teachers are appropriately licensed and "highly qualified." Encompass will comply with all applicable laws, rules or regulations. During the hiring process, applicants will engage in tasks or interviews that are associated with success in our model. Potential competencies include:

- Alignment to mission and vision:
  Does the candidate have a strong rationale and purpose for wanting to work at Encompass? Are they aligned with our core values and beliefs?
- Problem-solving & Initiative:

Does the candidate have a strong sense of personal responsibility and take initiative when approaching a challenge or opportunity? Does the candidate show evidence of a problem-solving mindset?

- Commitment to Professional Growth:
  Does the candidate demonstrate self-awareness and reflective abilities? Are they receptive to feedback? Do they illustrate the habits of a lifelong learner?
- Instructional effectiveness:
  Is there evidence of skills necessary to create a strong, safe and positive classroom? Does the candidate have high expectations for students while balancing supportive and collaborative interactions?

Hiring Process

Recruitment and hiring of Encompass staff will include several components and resembles the process for hiring school leadership as described above. Throughout each step, a rubric will be used to ensure consistent and fair hiring practices and to minimize bias.

1. Application & Resume:
   The first part of the application process is to submit an application along with a resume. The application will include a few questions to understand mission alignment and other open-ended responses to evaluate professional values.
2. Phone Interview:
   For applicants that meet the minimum requirements and have evidence of mission alignment within their responses, a short phone interview will be conducted with a member of the hiring team.
3. In-Person Interview and Guest Lesson:
   The next step in the application process is an in-person interview and a demo lesson. Prior to opening, the hiring team will act as students, and the applicant will conduct the demo lesson with the hiring team. When Encompass is open, candidates will conduct small demo lessons at the school. Depending on the position, there might be content exercises to assess a specific skill as it pertains to the job.
4. Reference checks:
   The hiring team will complete a reference check and confirm certification (as applicable) and other due diligence.
5. Offer:
   Candidates receive an offer of employment, contingent upon the completion of any background checks required by applicable law.

Attachment R contains academic achievement data from a pilot program, using mastery-based learning in the 2022-2023 school year by the lead applicant.

e. How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

As part of our mission and philosophical underpinnings, having staff that are representative of the diversity of our student body and surrounding community is critical. Encompass set explicit organizational goals - for which the leadership team is held accountable by the Board - that directly speak to hiring a diverse staff. These goals align with whole-child development, learning, and thriving theory, an integral part of our proposed school model. Specifically, our aim is that there is a 5% +/- variance of faculty and staff with student demographics and subgroups as well as a 5% +/- variance of the leadership team compared with student demographics and subgroups.

To achieve these goals, Encompass's leadership team has been intentional about creating inclusive recruitment and hiring practices.

- As outlined in **Section 2.4d**, our recruitment practices focus on casting a wide and diverse net to ensure we are targeting a staff pool that is representative of our student body and surrounding community;
- Care has been taken to create a hiring process and tools that specifically aim to minimize bias and create equitable opportunities for hiring. These include:
    - Crafting inclusive job descriptions that focus on required skills;
    - Training the interview team around unconscious bias;
    - Using the same set of questions and activities for all candidates, paired with normed rubrics; and
    - Aligning questions and activities to core skills and mindsets and avoiding value-based activities.

In addition to the thoughtful work around recruitment and hiring, it's critical that Encompass creates a culture on our adult team that mirrors our student culture: one where our staff feel seen and appreciated, supported, and validated. If we fail to create this kind of inclusive and equitable adult culture, hiring a diverse staff will fail to achieve its intended impact, and in fact, harm our community. The Lead Founder has experience leading in diverse schools that embody these mindsets and strategies. Additionally, her work as a Nashville Incubator Fellow has and will continue to include support in recruiting and selecting a diverse team, as well as building and sustaining an inclusive and equitable staff culture.

f. How will you ensure that teachers are licensed and endorsed in their content areas?

Encompass is committed to ensuring that all students and special populations are taught by highly qualified, appropriately licensed, and endorsed teachers. During the hiring process, these requirements are clearly listed in job descriptions and clearly communicated to candidates. Upon an offer of employment, teachers must submit proof of licensure. Failure to submit such documentation will result in an offer being rescinded. Our Director of Operations and Finance will conduct licensure verification and maintain staff records using the Tennessee Department of Education educator license platforms such as TNCompass.

g. Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and State Board Policy 5.201.

Teacher Evaluation Model

Encompass will utilize the Tennessee TEAM evaluation process, in accordance with State Board Policy 5.201 and State Board Rule 0520-02-01. The TEAM evaluation process will serve as the foundation for teacher support, development and evaluation. The TEAM evaluation process aligns with our commitment to continuous improvement which is foundational to our flexible school model.

In alignment with the TEAM process:

- Any staff member who serves as a manager and teacher evaluator will be trained on TEAM evaluations, which include norming practices on the TEAM rubric.
- All Encompass staff will receive an overview on the TEAM evaluation and have frequent opportunities to engage with the rubric as part of coaching meetings and other feedback cycles. Staff will be encouraged to ask questions related to the rubric.
- Feedback and growth is a part of our school and we prioritize dialogue about feedback. We believe that effective schools and teachers engage in a continuous process of feedback and not just a one-time-event, therefore the TEAM rubric will be referenced and used throughout our coaching meetings, professional development and other opportunities where staff development is discussed.
- We will prioritize and engage in ongoing training related to TEAM evaluation to ensure maintenance of evaluation skills and to prevent user drift from norming procedures.

Observations

As described in **Sections 1.5** and **2.5**, weekly or bi-weekly coaching meetings are embedded

in our coaching model. Staff will receive weekly observations, and action steps that are aligned with the TEAM evaluation rubric and an internal walkthrough rubric that includes essential skills related to our school model. We believe that frequent observations are an essential component of the success of any school and pivotal in creating a staff culture of growth. Ultimately, our goal is for the TEAM evaluation process to exude collaboration, celebration and a place to set professional goals.

h. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

The previous section outlines our procedures for formal staff evaluation using the TN TEAM process.

We see evaluation, feedback, and celebration as an ongoing and continuous process, and prioritize all three best practices occurring, at minimum, on a weekly basis. In section 2.5 Professional Development, we describe our ongoing procedures for providing feedback around both strengths and areas of growth on an individual level, through our weekly coaching cycles. Staff will engage in weekly professional development after school on Mondays, targeting whole-school trends. Additionally, staff will engage in weekly or bi-weekly coaching meetings with an instructional leader. Coaching meetings target individualized development, as aligned with the TEAM and internal rubrics, as well as planning and data analysis.

Our emphasis on growth and outcomes extends to our staff as well as our students. Staff celebration occurs through weekly or bi-monthly coaching meetings, observations, professional developments, team meetings, and any other gathering of staff. More formally, at the end of each quarter, Encompass will celebrate individual staff, teams, and whole school growth, achievement and overall excellence across all academics, school culture, and our larger community. For teachers and staff who seek further growth, will have several opportunities to do so as described in **Section 2.5.** Encompass will also celebrate staff retention and commitment to the school's mission, each year at summer professional development.

i. Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

Encompass will make every effort to provide individualized and robust support to all staff members. During times when employees are underperforming or have engaged in

unsatisfactory performance that results in termination, Encompass will address unsatisfactory performance if and when it arises from staff. We have included details on performance and performance plans in our staff handbook in **Attachment S**. Our staff termination process will follow the steps outlined below. Each step will be followed if the previous step did not result in satisfactory performance by the employee.

1. Employees will receive prompt verbal feedback for any unsatisfactory performance. Verbal feedback can occur in the moment or during coaching meetings.
2. The employee will receive documentation that includes an explanation of performance and recommended next steps to correct and improve performance. This will occur as needed and will be addressed during weekly coaching meetings.
3. The employee and manager will develop a performance improvement plan (PIP), with clear goals and timelines will be developed in collaboration with the employee and their manager. Goals will include quantifiable progress data as well as dates for clear benchmarks and check-ins. All staff that have an active PIP will receive a minimum of weekly coaching meetings and observations.
4. The manager of the employee will continuously assess and monitor progress towards the goals in the PIP through weekly coaching meetings. The manager will provide observation feedback and a progress update towards goals outlined in th PIP. The
5. If the employee is unable to meet goals with PIP within a reasonable amount of time, as outlined in the PIP, the employee will be terminated.

These steps are notwithstanding the at-will nature of employment at Encompass and the authority of Encompass to terminate employment for any reason, particularly if staff exhibit behavior that is serious and detrimental to the school.

j. Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system.
k. Explain the school's proposed strategy for retaining high-performing teachers.

Salaries at Encompass are determined by considering years of experience, additional qualifications and credentials. Teacher retention is a priority of the proposed school. We believe that with our innovative teaching model, combined with competitive salaries and benefits, we will attract and retain talented staff. We have designed a salary schedule that is competitive against local schools, as shown in **Table 61** for instructional assistants and teachers. Salary schedules will be adjusted to reflect current local figures at the time of opening.

Table 61: Estimated Salary Schedule

Years of Experience	Instructional Assistant		Teacher	
	MNPS Salary Schedule**	Encompass Salary Schedule (Estimated)	MNPS Salary Schedule	Encompass Salary Schedule (Estimated)
0	$26,956.80	$42,000	$50,046.71	$55,000.00
1	$27,230.40	$42,630	$51,151.51	$55,825.00
2	$27,532.80	$43,269.45	$52,256.31	$56,662.38
3	$27,806.40	$43,918.49	$53,361.11	$57,512.31
4	$28,108.80	$44,577.27	$54,465.91	$58,375.00
5	$28,411.20	$45,245.93	$55,570.72	$59,250.62
6	$28,713.60	$45,924.62	$56,675.52	$60,139.38
7	$29,030.40	$46,613.48	$57,780.32	$61,041.47
8	$29,332.80	$47,312.69	$58,885.12	$61,957.09
9	$29,649.60	$48,022.38	$59,989.92	$62,886.45
10	$29,966.40	$48,742.71	$61,094.72	$63,829.75

** These values were calculated using the hourly rates in the MNPS Support Employees Salary Schedule[163]

Eligible staff members may elect to enroll in our different benefits programs that include medical, dental, and vision coverage with varied plan options. Rates are assessed annually to ensure costs are competitive with the local Metro Nashville Public School District.

One of our organization's goals is to achieve at least 80% staff retention in the first 3 years and 90% in the years after. We believe that staff retention is essential for the overall school health and achievement of our school mission. Through our robust systems of support and coaching, competitive pay schedule, and flexible school model, these goals are absolutely achievable. **Section 2.5f** details our plans for retaining and elevating high-performing staff.

We also acknowledge that far too often, teachers and educators are exiting the profession due to burn out. Therefore, we are also committed to ensuring staff establish and maintain a healthy work-life balance that allows them to fulfill both their professional and personal goals. Strategies include creating a schedule that allows teachers to do their core work within the school day, minimizing out-of-school commitments, paying stipends for work outside the

[163] Support Employees Salary Schedule, 2023-2024
https://cdnsm5-ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Careers/Salary%20Schedules/2023-24%20Schedules/SUPPORT%20Employees%20Salary%20Schedule2023-2024%20School%20Year,%20Effective%2007.01.2023-06.30.2024.pdf

scope of a given job description and/or leveraging part-time or contracted workers to complete these duties.

l. Explain whether the employees will be at-will or whether the school will use employment contracts.

All school employees will serve on an at-will basis. Employees will be offered employment positions that will be based on our salary scale and job-specific credentials/qualifications.

m. Include a copy of the school's employee manual and personnel policies as Attachment S.

The employee manual and personnel policies are included as Attachment S.

n. Complete the provided template for Table 4: Staffing Chart to outline your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Table 62: Staffing Chart

Position	Prior to Opening	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Assistant Principal (K-5)	0	0	0	1	1	1
Director of Operations and Finance	0.5	1	1	1	1	1
Director of Community	0	0.5	0.5	0.5	1	1
Director of Personalized Learning	0	1	1	1	1	1
Office Manager	0	1	1	1	1	1
Social Worker	0	1	1	1	1	1
Behavior Analyst	0	0.5	0.5	0.5	0.5	0.5
General Education Teachers	0	5	7	9	14	18
Special Populations Teachers	0	3	5	6	7	7
Related Arts	0	1	1	2	2	2
Instructional Assistant or Paraprofessional	0	2	2	2	2	2
Interventionist	0	0	0	1	1	2

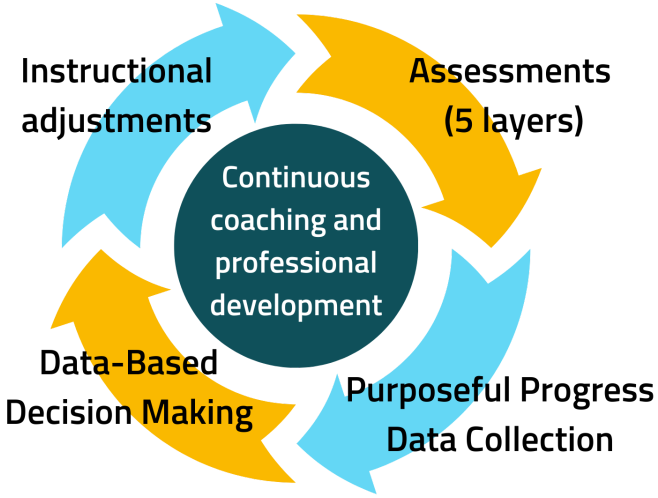
Total FTE	1.50	17	21	27	33.50	38.50

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.

Without a clear plan to provide training and ongoing development, our academic model will falter. Research shows that fidelity of implementation and ongoing development are essential for a positive school culture and optimal student outcomes. [164] **Figure 18**, shared in **Section 1.4**, illustrates the connectedness of our instructional model with professional development and coaching, as it is central to the execution of our mission. We have high expectations for our instructional staff, and similar to our model for students, believe in a mastery-based, responsive, and ongoing approach to adult development.

Figure 18: Encompass Instructional Cycle



Given the nuanced and flexible nature of our instructional design, we are prepared to support a team of teachers who are likely learning new methods for the first time each year. We have intentionally planned a professional development system that accounts for this through a partnership with Morningside Teacher's Academy (MTA) and internal coaching systems that result in sustainable excellence.

[164] McKenna, J. W. & Parenti, M. (2017) Fidelity Assessment to Improve Teacher Instruction and School Decision Making. Journal of Applied School Psychology. 4(33). 331-346;

Table 63 outlines our commitment to professional development and provides an overview of the total hours devoted to professional development.

Table 63: Professional Development by year

	Total hours each year	
Type of Development	**Years 1-3**	**Year 4+**
Summer PD	128 hours *Includes 24 hours of training from MTA*	128 hours
Morningside Teacher's Academy (MTA)	410 hours	As needed
Weekly: Monday After school PD	>63 hours	>63 hours
PD Days	48 hours	48 hours
Total	**>649 hours**	**>239 hours**

Summer Professional Development:
All teachers will engage in 16 days of intensive PD before the start of the new school year. PD topics will include policies, procedures, schoolwide culture systems, instructional models, and family engagement strategies. During summer PD, we will also leverage our three-year partnership with Morningside Academy (see **Section 1.3**).

Ongoing Professional Development
Opportunities for weekly professional development will take two forms: after-school PD and weekly coaching meetings.

Monday professional development
Mondays from 3:30-4:30 all teachers will convene either by whole group, by subject area, or by grade bands to engage in development, problem-solving, co-planning, and/or data analysis.

Weekly or bi-monthly coaching meeting (teacher planning period, 45 minutes):
Based on individual teacher needs, coaches (Executive Director, Director of Personalized Learning, Assistant Principals, Director of Community and Director of

Operations and Finance) will hold weekly or bi-monthly coaching meetings with staff, lasting 45 minutes. Coaching meetings will occur during a teacher's planning period.

Monthly and Quarterly Stepbacks

Each month, school leaders step back with instructional teams to reflect on the progress toward goals and make necessary adjustments to strategy. Quarterly, these meetings look at more summative data progress. Data distilled from these stepbacks influence the content and strategy for future Monday professional development time as well as coaching strategy. Monthly stepbacks will occur during the teacher's planning period, in place of a weekly coaching meeting. Quarterly stepbacks will occur at the end of each quarter on **October 13, January 5 and March 16, as illustrated in Attachment B.**

Partnership with Morningside Teacher's Academy (MTA)

As described in great detail throughout this application, our core instructional design, Morningside Model of Generative Instruction (MMGI), derives from Morningside Academy, a school founded in the 1980s using behavior science and evidence-based instructional design. Given the frequency of replications, Morningside Academy has developed a training and consultative program for organizations interested in replicating their design Morningside Teacher's Academy (MTA). To support our launch, we will partner with MTA for this training. The shared goal of both MTA and Encompass is to set the foundation and build systems and skills to maintain the success of our model without MTA consultation. The cost of this support is reflected in **Attachment AA**. An outline of these proposed trainings is shared below in **Table 64.**

Table 64: MTA's Proposed Training

Proposed Timeline	Proposed Goals
On-Site Coaching and Training Trip 1: October/November 2025 5 days total Trip 2: January/February 2026 5 days total	• How to organize and manage fluency sessions to ensure quality and efficient practice. • How to teach and proceed through the components of the *Morningside Mathematics Foundations Fluency* programs, as well as reading and writing fluency pinpoints. • How to make timely intervention decisions based on patterns observed on the Standard Celeration Chart. • How to analyze SCC data and student performances to implement or design effective interventions.

	● Using mathetics to provide direct and explicit instruction. ● Evaluate teacher improvement, formulate coaching plans to be carried out by program coaches prior to the next MTA visit, and provide coaching to the school coaches on effective coaching practices.
Ongoing Virtual Coaching 10 one-hour sessions	● Coach teachers on how to organize and run an efficient Precision Teaching session. Select teachers will record videos of their fluency sessions. During the Zoom meeting, those teachers and coaches will meet with MTA coaches to watch the video while receiving "live" coaching feedback from MTA coaches. ● Coach teachers and coaches through how to make timely intervention decisions and how to design and implement effective interventions based on patterns observed on the Standard Celeration Chart and through observations of student performance. Teachers will share Standard Celeration Chart data and recorded videos of students in need of intervention and will receive guidance from MTA coaches. ● Review classroom and school-wide performance data with school coaches in order to coach them on the refinement of homogeneous achievement groups, curriculum selection and to refine teaching coaching plans as needed. ● Provide school coaches with general guidance in implementing MMGI.

<u>Collaborative Planning</u>

Collaborative planning is an integral component of ensuring the success of our two-educator-per-classroom model. Our daily schedule (**Attachment C**) allows for collaborative planning time between classroom teachers and instructional assistants. Collaborative planning time will occur on a weekly or bi-monthly basis, as determined by the teaching pair, their needs, and the instructional coach. This time will be used for:

- Data analysis: reviewing data across groups and individuals using data from 5-layers of assessments, as described in **Section 1.5**

- Instructional analysis: staff collaboratively analyze and identify missing tools, component, and composite skills for individuals or small groups and develop an instructional plan to address academic gaps
- Data based-decision making: after conducting a data review and instructional analysis, and there is a need for more in-depth problem-solving, staff will engage in a collaborating problem-solving process, as described in Section 1.5.
    - 6-step problem-solving process: that includes problem identification, problem clarification, solution planning, goal setting, intervention implementation, and evaluation
    - Other instructional decisions: examples include more practice, slice back the skill with explicit instruction
- Previewing: Preview and plan lessons, intervention, and enrichment for future standards.

b. Identify the person or position responsible for professional development.

The Executive Director is the primary leader of staff development. This includes vision setting, leading PD, coordinating and scheduling PD, and identifying potential staff members to lead PD. The Director of Community, Director of Personalized Learning, and Director of Operations and Finance often contribute to vision setting and the development and execution of PD planning and implementation. As necessary, such as our partnership with MTA, external providers may be brought in to support specific development goals.

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.

Professional development will target three core areas. We have provided potential examples of topics associated with each area below.

1. Instruction
2. Culture & Community
3. Operations

Targeted topics within each of these three pillars are included in the table below. The instructional leadership team will conduct weekly observations that will inform specific topics for coaching meetings and professional development. Twice monthly, Encompass will also

utilize a walkthrough rubric developed in collaboration with MTA. In addition to coaching and weekly observations, fidelity checks will be conducted within Tier I, Tier II, and Tier III as part of the Responsive to Intervention (RTI^2) framework. Fidelity checks are an integral part of RTI^2 and Encompass's school model. When analyzing student data, we first analyze the implementation of instruction to determine efficacy. Often, when students are not progressing, it reflects the instruction provided.

As part of our core school model, described in **Sections 1.4** and **1.7**, our design is centered around all students receiving what they need, when they need it. This means that we plan, train and coach staff on instructional strategies and methods to ensure *all* students are receiving the support they need to thrive. This is especially true for our English learners and students with disabilities. While supporting these students is always at the forefront of *all* development, there are specific skills and topics that staff must learn that explicitly relate to these subgroups. Such topics are marked with an asterisk (*) in **Table 65** below. The following topics are not an exhaustive list.

Table 65: Encompass Professional Development

Instruction	Culture & Community	Operations
• MMGI & Mathetics • Lesson planning and Internalization • Curriculum and instructional methods • 5-layers of assessments • Data-based decision-making • RTI^2- Academics * • RTI^2- Behavior * • Special populations • IEPs & ILPs* • Interventions* • Enrichment • Project Based Learning • Supplemental supports and materials • Accommodations and modifications * • Progress monitoring * • Special education services*	• Systems and routines • Core values • Whole-child development (SEL, choices time) • Preventative behavior support strategies • Trauma-informed practices • Reactive behavior support strategies • RTI^2- Behavior* • PBIS • Restorative Practice • Proactive Circles • Support Plans, BIPs, Safety Plans • Implicit & Explicit Bias • Diversity, Equity & Inclusion • Culturally Responsive Teaching • Wraparound services • Family engagement strategies	• Policies and procedures • Arrival, dismissal • IT • Data and communication platforms • Learning platforms • HR • Safety and security operations

● 504 plans * ● Child Find process *	● Staff culture and community best practices ● Safety training	

Framework for Professional Development

Encompass will provide in-depth and individualized coaching to enhance teacher execution, academic and instructional planning, data-based decision-making, social-emotional development supports and more. Similar to our academic model, we aim to use evidence-based coaching strategies for teachers. Two potential approaches include Behavior Skills Training (BST) and components of Mathetics (**see Section 1.3**) when engaging in professional development.

1. Behavior Skills Training (BST)
   BST is an evidence-based coaching structure rooted in behavior science that aligns with Encompass's personalization approach. Depending on their proficiency, staff will receive weekly or bi-weekly coaching meetings from a leadership team member. A cycle of BST is as follows:
   - Instruction
   - Modeling
   - Rehearsal
   - Feedback

2. Mathetics
   Described in detail in **Section 1.3 Mathetics** is an approach to teaching a new school that is responsive to learner progress throughout a session. This methodology works for all ages of learners, including adults.

Professional Development: Special Populations

As mentioned above, professional development for special populations will be the forefront of our ongoing and continuous staff development. As detailed in **Table 65,** we will provide ongoing extensive training across all domains of supporting special populations and topics will be integrated across all professional development topics in the summer and throughout the year. Using a combination of BST and Mathetics, we will also utilize case studies and internalize and analyze exemplars to analyze high-quality special populations support, assessments and plans. Below, we share a list of professional development topics that will be covered during summer PD, after school PD and weekly coaching meetings.

- Summer Professional Development:
  - Special Education & Child Find

    - The IEP Writing Process[165]
        - Using the Tennessee Department of Education Special Education Framework Manual, teachers will undergo development regarding all components of the IEP writing process as described in the Special Education Framework Manual.
    - Progress monitoring & choosing measurement tools
    - Collaborating with families
    - Delivering accommodations and modifications
    - EL PD:
        - Using the Tennessee Department of Education Manual[166] any staff member who provides instruction to EL learners will undergo development, which will include:
        - ESL instructional methods to use with to teach grade-level academic content standards in all core subject areas
        - English language acquisition training for general education teachers to understand the process of acquiring a second or subsequent language[167];
        - Strategies for collaboration between teachers serving EL students so that ILPs are developed and implemented by all educators;[168] and
        - The requirements regarding ILP development and implementation.
- Differentiated Professional Development for Special Populations
    - Determining appropriate accommodations and modifications
    - Collaboration and co-treatment with related service providers
    - Progress reports
    - Instructional methods and curricula

Additional PD topics pertaining to special populations will be identified throughout the year, in alignment with the above-mentioned framework and teacher development.

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

[165] Tennessee Department of Education Special Education Framework. https://www.tn.gov/content/dam/tn/education/special-education/framework/sped_framework.pdf
[166] Tennessee Department of Education English as a Second Language Manual. https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf
[167] Tennessee Department of Education English as a Second Language Manual. https://www.tn.gov/content/dam/tn/education/cpm/ESL_ Manual.pdf
[168] Tennessee Department of Education English as a Second Language Manual. https://www.tn.gov/content/dam/tn/education/cpm/ESL_ Manual.pdf

Each year, new and returning staff will engage in purposeful summer professional development that provides in-depth and high-quality training on our school model, as well as the integration of diversity, equity, inclusion, and culturally responsive teaching. In order to fully execute our mission, it is essential that staff have a deep understanding of both, and begin to establish or enrich the adult culture that is the underpinning of our school culture. We have noted these with an asterisk (*). Below **Table 66** and **Table 67** detailed summer training for general education teachers and special populations teachers, respectively. Differentiated PD sessions for special populations staff will be delivered by the Director of Personalized Learning.

Table 66: Encompass's Summer Professional Development Schedule- General Education Teachers

Day	Session 1	Session 2	Session 3	Session 4
1	Team building	Introduction to Encompass	Team Commitments and Mindsets, Core Values	Understanding equity and foundational knowledge of Encompass's instructional design*
2	Mastery-Based Learning & Whole-child Development & Wraparound Services	Culturally Responsive Teaching Part 1[169] *	Coaching and Professional Development at Encompass	Instructional Design: Tool, Component and Composite Skills
3	Unpacking standards (Foundational Literacy, Reading, Writing, Speaking and Listening) Units 1 & 2		Unpacking Math Standards Units 1 & 2	
4	Unpacking Science + Social Studies Standards Units 1 & 2		5-layers of assessments	Data meetings & multi-age groupings
5-7 *Led by MTA*	Morningside Teacher's Academy (MTA) consultants: 1. Introduction to the Morningside Model of Generative Instruction (MMGI) 2. Classroom and Fluency Block Management 3. Precision Teaching with Reading and Writing curricula, and with the Morningside Mathematics Foundations Fluency program 4. Precision Teaching with the Standard Celeration Chart			Equity and MMGI* Special Populations & MMGI
8 & 9	ELA Curriculum & Social Studies and Supplemental Materials	Intentional practice	Math & Science Curriculum	Intentional practice

[169] Hammond, Z. (2015). Culturally Responsive Teaching & The Brain. Corwin.

10	RTI^2- Academics	Special Populations Internalizing ILPs, IEPs, 504s	Special Populations Implementing accommodations and modifications in the general education setting	Instructional Strategies for Special Populations
11	Restorative Practice*	Positive Behavioral Intervention and Support (PBIS)	Proactive Circles	Trauma-informed practices & Universal Design for Learning (UDL)
12	Intentional Practice		Allyship and Action[170]*	Schoolwide Operations: Policies and Procedures Part 1
13	Schoolwide Operations: Policies and Procedures Part 2		Worktime	Schoolwide safety and security training
14	Culturally Responsive Teaching Part 2*		Worktime	
15	ESL Standards	Prep: First days practice	First days practice	First days practice
16	Prep: first days practice	First days practice	First days practice	Work time

Table 67: Encompass's Summer Professional Development Schedule- Special Populations Teachers & Support Staff

Day	Session 1	Session 2	Session 3	Session 4
1	Team building	Introduction to Encompass	Team Commitments and Mindsets, Core Values	Understanding equity and foundational knowledge of Encompass's instructional design*
2	Mastery-Based Learning & Whole-child Development & Wraparound Services	Culturally Responsive Teaching Part 1[171] *	Coaching and Professional Development at Encompass	Instructional Design: Tool, Component and Composite Skills
3	Unpacking standards (Foundational Literacy, Reading, Writing, Speaking and Listening) Units 1 & 2		Unpacking Math Standards Units 1 & 2	

[170] Hammond, Z. (2015). Culturally Responsive Teaching & The Brain. Corwin.
[171] Hammond, Z. (2015). Culturally Responsive Teaching & The Brain. Corwin.

4	Unpacking Science + Social Studies Standards Units 1 & 2		5-layers of assessments	Data meetings & multi-age flexible groupings
5-7 *Led by MTA*	Morningside Teacher's Academy (MTA) consultants: 1. Introduction to the Morningside Model of Generative Instruction (MMGI) 2. Classroom and Fluency Block Management 3. Precision Teaching with Reading and Writing curricula, and with the Morningside Mathematics Foundations Fluency program 4. Precision Teaching with the Standard Celeration Chart			Equity and MMGI* Special Populations & MMGI
8 & 9	ELA Curriculum & Social Studies and Supplemental Materials	Special Populations: Assessing for Present Levels	Math & Science Curriculum	Special Populations: ESL Standards and Instructional
10	RTI^2- Academics	Special Populations Internalizing ILPs, IEPs, 504s	Special Populations Implementing accommodations and modifications in the general education setting	Special Populations: Intervention Curricula
11	Restorative Practice*	Positive Behavioral Intervention and Support (PBIS)	Proactive Circles	Trauma-informed practices & Universal Design for Learning (UDL)
12	Special Populations: The IEP Process: Assessing Present levels & Writing Instructionally Appropriate Goals	Special Populations: Families as partners	Allyship and Action[172]*	Schoolwide Operations: Policies and Procedures Part 1
13	Schoolwide Operations: Policies and Procedures Part 2		Worktime	Schoolwide safety and security training
14	Culturally Responsive Teaching Part 2*		Worktime	
15	Safety Training: Crisis Prevention Intervention (CPI) training			
16	Prep: first days practice	First days practice	First days practice	Work time

[172] Hammond, Z. (2015). Culturally Responsive Teaching & The Brain. Corwin.

In each PD session, teachers will engage in a targeted practice that directly relates to the focus of the PD. Aligned with our model, receiving frequent opportunities to respond and feedback is essential to increasing fluency and proficiency of a skill. Throughout our summer professional development, we spend multiple sessions engaging in an intentional practice block that culminates all of the skills taught and learned up until the time of practice and includes opportunities for feedback and re-practice.

e. Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.

Equity is a cornerstone of our school model. For us to execute this model, staff must understand how actions, mindsets, and communication can uphold or compromise our core values. To do this, staff must build or expand awareness of their own identities and potential for bias, and build or expand their toolkit of equity-centered and culturally responsive strategies. We will often engage in development sessions that explicitly cover these topics throughout the year. As an example, in the summer development schedule in **Table 54**, all sessions marked with an asterisk (*) explicitly address topics of diversity, inclusion and culturally relevant pedagogy. However, in addition to these isolated trainings, reflections and practice around bias and equity are integrated into all professional development and coaching.

f. Describe the plan to cultivate future leadership capacity.

Given the unique and innovative school model of Encompass, intentional staff development to create opportunities for developing future leaders is beneficial for both staff, students and the overall success of our school.

<u>School leadership pathway</u>:
Staff who demonstrated effectiveness in moving towards achieving our mission and who seek out leadership opportunities will generally follow the leadership pathway below.

1. Teacher/Instructional Assistant
2. Teacher leader/Coach (see below)
3. Dean
4. Director/Assistant Principal
5. Principal

Teacher leaders:

Our teacher leader pathway is designed for staff with a track record of positive outcomes, but wish to stay in the classroom and have opportunities to expand their impact. Teacher leaders can take on several forms and will receive a stipend for their additional responsibilities.

Potential teacher leader positions include:

- Coaching instructional assistants
- Teacher coach
- Grade-band leader
- Content leader
- School culture leader
- Enrichment/related arts coaching

Depending on the specific responsibilities of a teacher leader, there are several ways their role can be adjusted:

- Differentiated teaching schedule
- Summer fellowship and learning opportunities
- Additional contract (11 or 12 month)
- Instructional coaching
- School systems and culture coaching

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

Aligned with our model of being responsive to individual needs, Encompass understands that all staff will develop at a different pace, and differentiation is needed to continue to foster the growth of *everyone*. As described above, coaching meetings, observations and afterschool professional development will allow for sustainable differentiation, and weekly observations and walkthrough observations will drive determining groupings and focus areas for differentiated professional development. An example of whole-group differentiated PD would be splitting staff into two groups and conducting after-school PD with two focus areas: implementing cooperative learning and enhancing behavior-specific praise. Sometimes, staff will have the ability to choose differentiated sessions. Other times, their coach might determine the session. As with our school model, time (meaning new vs. experienced teachers) doesn't equate to proficiency in the teaching profession, so differentiated PD will occur based on individual teacher strengths and growth areas.

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

For any staff member who joins the team after summer professional development, a personalized and comprehensive onboarding plan will be developed. These plans aim to ensure that the teacher is set up for success before taking on responsibilities with students. Each new hire will be paired with an instructional coach, as well as a faculty mentor to help provide ongoing support as they transition. Their onboarding plan will include training that addresses previously covered content, along with more frequent observations and debriefing/coaching meetings. Given our co-teaching model, new teachers also have the benefit of working closely with an experienced Encompass teacher from the beginning of their time at the school.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.
As Attachment T, please provide the following:

a. A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse; and

b. A letter of required 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 the department of education 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.

Encompass will purchase the types and levels of insurance coverage appropriate to the school. Documentation of this coverage, including a letter of required coverage from Encompass's proposed insurance company, is included in **Attachment T, which indicates our potential provider.**

2.7 Transportation

a. How will you transport the students to and from your proposed school daily, if applicable?
b. How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.
c. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.
d. If applicable, outline your proposed transportation plan as follows:
    i. Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.
    ii. Describe how the school will transport students with special transportation needs and how that will impact your budget.
    iii. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
    iv. Explain how you will ensure compliance with Tenn. Code Ann. §49-6-2116
e. If you are not providing transportation, describe how students will get to and from your school and how the school will address equity and access for students in the absence of a comprehensive transportation plan.

Transportation can be a significant barrier for families, impacting attendance, academic achievement, and overall student development. Without this critical tool, high-quality school options are not truly accessible. Encompass is committed to working with families to remove this barrier, in part by making transportation available to all families. Through a partnership with a private transportation provider, Encompass will provide daily bus routes for arrival and dismissal, transportation on field trips, and participation in as many after-school activities as is feasible.

Our proposed target community has significantly higher rates of absenteeism compared to other school clusters with an average of 41% across the nine-zoned elementary and middle schools, which is more than 15% above the district average for K-8 students of 24.7%.[173] Additionally, through our extensive community engagement work and collecting input from families, transportation has been identified as a significant barrier for families seeking high-quality options for their students. For this reason, we will make transportation available to all families who would like to use it. This is in stark contrast to other choice options that provide no free transportation to families or limited routes. Our budget reflects an assumption that 75% of our students will take advantage of transportation each year at an

[173] Tennessee Department of Education. Data Downloads & Requests, 2021-2022 Chronic Absenteeism

estimated $85,000 per bus. This cost estimate is based on local market research with private transport companies. We also have budgeted an additional $25,000 per school year should any students need special transportation. All amounts and projections are reflected in our budget in **Attachment AA.**

Encompass will select a transportation contractor that has the capability to provide services to students with disabilities (for students who have special transportation as part of their IEP) and has assumed the cost of these services within the overall assumptions presented above. If there are more students who need transportation services than we have estimated above, we will adjust our budget and resources and provide transportation for those students.

Our transportation routes will be determined after receiving information regarding transportation needs from families. We will collaborate with community organizations and families to create routes that result in minimal time spent on the bus and ease for families.

The cost of transportation for any field trips that occur during school hours is included in our field trip budget and is reflected in **Attachment AA**.

Encompass will abide by state and federal regulations pertaining to transportation and will work with the selected bus vendor to ensure compliance, especially as it pertains to the McKinney Vento-Homeless Assistance Act. This federal act ensures students who are experiencing homelessness or are temporarily displaced, receive transportation services, even if they are temporarily residing outside of the general boundaries where transportation services are provided.

Pursuant to Tenn. Code Ann. § 49-6-2116, the Director of Operations and Finance will oversee our contract and partnership with our select bus vendor. Encompass will work in collaboration with the bus vendor to ensure drivers, monitors, routes, and buses are in compliance with federal and state laws and regulations. Our Director of Operations and Finance will provide the necessary training to ensure compliance. In collaboration with our vendor, the Director of Operations and Finance will create systems to maintain, as applicable, necessary records on bus maintenance, inspections, driver credentials, training records and complaints. All complaints regarding transportation will be submitted to the Director of Operations and Finance (included in our handbook), and families will receive a formal response to the complaint within 48-72 hours.

2.8 Food Services

a. Describe the proposed school's proposed food service plan and include the following:
   i. A clear description of how the proposed school will offer food service to the students
   ii. How the school will comply with applicable district, state, and federal guidelines and regulations.
b. Describe how the school food service plans meet the needs of low-income students.
c. How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).
d. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

Encompass will provide a nutrition program, in accordance with T.C.A. §§ 49-6-2301-- 2307 Sample contract provisions and expectations include:

- Maintaining Tennessee Health Department Bi-Annual Inspection with a Passing Score
- Having a HACCP program in place and be able to provide proof of such
- Maintaining Daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining a "Buy American" Provision
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for Food Allergies
- Insuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery
- Providing meals that are individually packaged and sealed.
- All meals will be priced as a unit, which meet USDA requirements
- Any provider shall implement the "Traditional Menu Planning Approach"
- All meals and menus will be appropriate to the age of Encompass students
- The provider substitutes food components for a student with disabilities (7 C.F.R. Section 15b) if their disability restricts their diet.

Our food service vendor will be selected by our food service team, in collaboration with the Executive Director. Encompass will seek bids from local food service providers and will seek a comparison of contracts between providers by reviewing per meal as well as a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. Any vendor must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program. We have

accounted for the delivery of meals in our facilities planning, as noted in **Section 2.2** We will work with our selected vendor to ensure we have the proper equipment necessary to deliver meals in a sanitary manner.

Our proposed community and neighborhood have a high percentage of low-income students, and our enrollment targets mirror the community. Therefore, it is essential that Encompass has a plan to support food services to meet the needs of students identified as low-income. This first begins with accurate collection, reporting, and maintenance of free and reduced-price lunch information. These efforts will be led by our Director of Operations and Finance, Social Worker, and Director of Community. This process will begin at the onset of enrollment and continue throughout family orientation. We will provide ongoing support regarding related forms, and ensure that all families are able to complete them.

Our food service team includes the Director of Operations and Finance, Social Worker and Director of Community. Together, this team will work to explore options for food services that provide both breakfast and lunch to students. Additionally, the food service team will explore potential partnerships with community organizations to provide access to food services for families during non-school hours.

2.9 Additional Operations

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

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

ii. Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.

Encompass will establish and maintain a wireless internet network system. Classroom Chromebooks will be used in both elementary and middle school. All staff receive a school-issued laptop. While computer usage for students will be limited daily, we will purchase laptops that allow a 1:1 student ratio. This will allow Encompass to execute online Tennessee state testing, as well as efficiently administer universal screeners and progress monitoring. All elementary and middle school classrooms will also have one projector and a document camera, to project onto a whiteboard for successful execution of academic programming. Encompass will partner and contract with a vendor to oversee IT Services, repairs, and maintenance.

State Testing

Encompass will follow the Tennessee Comprehensive Assessment Program (TCAP) Test Administration for Computer-Based[174] testing requirements and work in collaboration with our IT vendor to ensure compliance. Using the Test Administrator's Checklist provided by the TDOE. Below details guidance from Spring 2024. Encompass will utilize the most updated testing procedures. While our preparation will include compliance with all guidelines, we detail below specific guidelines as it pertains to the use of computers for state testing.

- Attending test administrator training session or completing an online administrator training
- Review the Test Administration Manual (TAM)
- Review the non-secure Test-Administrator/Proctor Scripts (TAPS).
- Online administration security protocols
- Training for test administrators on State Test Security Guidelines
- Review of Test Security Manuals

[174] Tennessee Comprehensive Assessment Program (TCAP). (2024). Test Administration Manual (TAM)- Computer-Based Testing https://tn.mypearsonsupport.com/resources/userguide/EOCCBTAM.pdf

- Verify access to PearsonAccess-next.
- Coordinate with Encompass's IT vendor to ensure all testing devices have the testing platform application installed.
- Confirm all students are scheduled to be tested as in the PearsonAccess-next platform. If a student cannot be found, immediately notify the building testing coordinator (BTC). Students not found in PearsonAccess-next cannot participate in online testing.
- If the TestNav application is not on a testing device, inform the BTC immediately.
- Review and training on Tennessee Comprehensive Accessibility and Accommodations Manual
- School preparation for online testing in testing sessions:
    - Ensure the availability of TestNav Quick Tips for Students (Navigation & Tools) handout
    - Test Administrators monitor student testing.
        - Only PearsonAccessnext should be open on the TA's device.
        - Student progress should be monitored throughout each subpart.
    - Student preparation
        - Test Administrators are not allowed to assist students with TestNav functionality and navigation during online testing. Discuss accessibility and accommodations tools with students prior to testing to explain the materials or types of assistance available to them during the assessment. Students may use the Quick Tips for Tools in TestNav handout. This resource is also available on LiveBinders, in the TAPS appendix, and from the BTC
    - Student Materials
        - Students may have only the following materials at their workspace during testing for computer-based materials.
        - Testing device that meets the minimum technology specifications (Chromebooks)
        - Student Testing Ticket – provides the username and password needed to sign into TestNav.
        - Materials necessary for the administration of accommodations or accessibility features.
        - Headphones for students using text-to-speech.
        - Scratch paper and two No. 2 pencils.
        - Reference sheets for Mathematics and Science assessments: If not printed, reference materials are available to students through the Exhibits tab in TestNav.

        - One handheld calculator that meets allowable requirements as detailed in Handheld Calculator Types.
- After testing sessions
    - Ensure that all students have properly exited and signed out of TestNav.

All costs described in this section are reflected in our projected budget in **Attachment AA**.

b. Student information management:
i. Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.

Encompass will ensure compliance of FERPA in the following ways:

- Annually notification to all students and families about their rights related to student records under FERPA;
- These rights include the right to review education records, the right to request amendments to education records, and the right to have some control over the disclosure of personally identifiable information included in education records;
- Obtain signed, written consent from a parent or student over the age of 18 before any school official releases or shares personally identifiable information to third-party entities;
- Notify all faculty annually on the requirements and prohibitions of FERPA; train new staff and office staff annually on student record-sharing regulations under FERPA;
- Annually review all third-party data-sharing agreements to ensure all agreements comply with FERPA regulations; and,
- Provide ongoing training to essential operations and special populations staff

c. School health and nursing services per Tenn. Code Ann. § 49-1-1002
i. Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.
ii. Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.

Encompass will operate in compliance with the Coordinated School Health Program. Aligned with our mission, vision, and whole-child development research, creating a healthy and safe environment is integral to a student's success. This will take many forms at Encompass, including by not limited to: health and nutrition education, counseling services, and frequent opportunities for physical activity through daily recess and physical education. To manage

Individualized Health Plans, immunization compliance, and maintain a student health program, Encompass will contract out health services through a registered nurse, as detailed in **Attachment AA.** This individual will work in collaboration with our Social Worker and Director of Community, and will be managed by our Director of Operations and Finance. As shown in Attachment AA, we have allocated to contract out monthly health related services which includes a contracted registered nurse. As our student population grows, Encompass will explore hiring a full-time nurse on staff to ensure our student health programming can be maintained at full-growth.

d. Safety and security: executive order, etc.
    i. 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.
    ii. What will be the process and timeline for creating a school crisis plan?

The safety and security of students, staff, guests and property is a top priority. In coordination with the Metro Nashville Public Schools security office, the Director of Operations and Finance will develop emergency preparedness plans. These plans will ensure that staff, students and families have an understanding of the protocols for the following: evacuation, lockdown, severe weather, shelter-in-place, and reunification procedures. Staff and students will regularly practice the procedures to ensure readiness for an emergency situation. Encompass will use embedded professional development systems to practice, review and update staff members on emergency situation protocols and school procedures. Encompass will follow state and district guidelines for school safety and security, which includes the creation of the school crisis plan as part of the school's pre-opening timeline.

Safety and Security Measures
The development of safety, security and crisis plans will occur as part of our facility acquisition plans and strategy. We will include several measures to ensure the safety of our school community. The development of these plans will include the following:

Badge Identification
All faculty and staff members will wear an identification badge at all times while on campus.

Visitor Measures
Volunteers and visitors for school activities are welcome, and must sign in at the office before going to the classroom and must wear an identification badge when in the building. Visitors must also check out in the office when they leave for the day. Visitors and volunteers will be accompanied by a staff member at all times.

Security Vestibules
Encompass will ensure compliance with all guidelines detailed in HB022 as it pertains to security vestibules.

AV Intercom Locks
Encompass will install camera intercom locks at the main entrance of the building. This will ensure that office support staff assess visitors and their purpose for entering the building.

Routine Drills and Exercises
As mentioned above, Encompass will comply with all state laws to ensure appropriate drills are conducted each year. This includes safety drills, armed intruder drills and fire drills. The Director of Operations and Finance will develop a system to monitor, track and record drills, to ensure the school community is prepared and in compliance.

Locked Classrooms
All classrooms will be equipped with a lock system that allows staff to immediately lock a classroom door without having to open it.

Security Cameras
Encompass will install a camera security system throughout the interior and exterior spaces of the facility to allow for continuous monitoring of the premises.

Visitor Management System
Encompass will utilize a visitor management system that will conduct instant background checks when individuals enter the premises. This will allow front office staff to assess any potential threat to the safety of our community.

Continuous Updates, Training and Monitoring
The Director of Operations and Finance in collaboration with the Executive Director will conduct regular walkthroughs to assess fidelity of security measures (locked exterior doors, camera system upgrades, classroom emergency plans, etc.). Additionally, the Director of Operations and Finance will work in collaboration with the Metro Nashville Public Schools security office to ensure ongoing compliance of codes and security implementation.

e. School maintenance:
    i. Discuss the plan for school maintenance, including maintenance staff or plans to

contract for maintenance services.

Encompass will hire a property management company to provide maintenance services or to hire and manage vendors to provide both preventative maintenance and reactive services. These include but are not limited to: plumbing, electrical, groundskeeping, HVAC, and structural supports. Encompass will maintain a janitorial contract for daily cleaning requirements. In the likely scenario that Encompass co-locates with an existing organization, the Director of Operations and Finance will collaborate with that organization on managing these services and vendors.

f. Describe any additional operations, as applicable.

As a community school, Encompass will work in collaboration with external organizations to provide various services and support to students, families and community members. The Executive Director, Director of Community and Director of Operations and Finance will work with these organizations to determine operational needs when events and services occur.

Section 3: Financial Plan and Capacity

Encompass's budget can be found in Attachment AA. The budget narrative is found in Attachment BB.

Part 3: Attachment Schedule

Attachment A: Foundational Literacy Plan

As noted within the TN Foundational Skills Curriculum Supplemental Resources, students "may not ever learn to recognize words effortlessly and automatically without developing this advanced phonemic awareness." [175] Research has shown that the same sentiment can be true for further development of all reading skills. [176] Therefore, our literacy plan is responsive to student needs within *all* grade levels and allows space for students to develop foundational skills at any grade level. While we will use the RTI^2 framework to provide systematic interventions, it is also worth noting students will receive robust instruction and practice, at their instructional level daily. Knowing that there will be students behind grade level, it is **essential** that we select curricula and instructional methods that have been proven to *accelerate* growth so that students *are* able to catch up to grade level.

Encompass's Foundational Literacy Plan aligns with the approved plan for Davidson County for Foundational Literacy Skills as well as key elements of the Morningside Model of Generative Instruction (MMGI) reading program. We denote the alignment and usage of the approved Davidson plan by an asterisk (*). Our model of mastery-based learning and multi-age groupings has a few implications for our literacy plan, further described below.

Part A: Prereading

Phonemic awareness, as outlined by both MMGI and Davidson's approved Foundational Literacy Plan, is the most foundational skill and is coined a "pre-reading" skill that includes blending, segmenting, auditory discrimination and rhyming. At Encompass, mastery of this prerequisite skill will be determined when students reach the fluency aim of 20-25 words correct per minute.

The second pre-reading skill necessary is **rapid automatic naming (RAN)**, as some research suggests that reading fluency is facilitated by RAN. Students achieve mastery of RAN once they have reached the fluency aim of 60-80 names correct per minute

Part B: Reading Skills

- Word fluency
- Passage Fluency

[175] TN Foundational Skills Litaracy Supplemental Materials https://bestforall-cms.tnedu.gov/sites/default/files/inline-files/Final_GPK_U1_TN_Foundational_Skills%20(rev)(MarchREV).pdf
[176] McCardle, P., Hollis S. Scarborough, & Hugh W. Catt. (2001). Predicting, Explaining, and Preventing Children's Reading Difficulties. Learning Disabilities: Research & Practice 16, no. 4: 230-239; Neuman, S.B., & Dickinson, D.K. (2006) Handbook of Early Literacy Research. 2nd Edition. New York, New York: Guilford Press.

Skill	Fluency Aim
Words with one to three syllables, on sight	90-100 per minute
Words with more than three syllables, on sight	65-85 per minute
Passages with expression (grades 1 and 2)	70-90 per minute
Passages with expression (grades 3 and 4)	120-140 per minute
Passages with expression (grades 5 and up)	180-220 per minute

Part C: Understanding Text

- Vocabulary
- Background knowledge
- Retelling
- Comprehension skills

Skill	Fluency Aim
Vocabulary (words, definitions, examples, yes-no correct usage)	100-150 per minute, count words spoken
Vocabulary	30-40 per minute, count words
Retell Story/passage previously read	100 per minute, count words spoken
Summarize a story or passage (write)	20-25 per minute, count words written
See passage (75 words), identify main idea statement	8-10 in 10 minutes

Daily Foundational Literacy Skills Instruction (K-2)* and 3-8 & Intervention

Our commitment to literacy spans all grades. Students in elementary school receive 120 minutes of daily literacy instruction and in middle school, 135 minutes. These uninterrupted blocks are dedicated to the development and mastery of foundational literacy skills that will further their skills for more complex and rigorous learning. Students are grouped based on their strengths and areas of growth, and data is continuously collected to determine all students are receiving the exact right instruction that will lead to mastery and proficiency. Student groupings are between 8-13 students. Our academic blocks embed personalized learning time (PLT) to provide additional intervention and enrichment opportunities that are tailored to the needs of each student. During these blocks, students will receive explicit and direct instruction through Mathetics, an instructional approach backed by research.

Elementary School:

- 20 minutes of fluency building (through the evidence-based practice of Precision Teaching)
- 40 minutes of Mathetics targeting Foundational Literacy Skills + ELA + Writing (evidence-based instructional framework for teaching new concepts)
- 60 minutes of personalized learning
    - Potential modalities of instruction: 1:1 tutoring, small group instruction, special education/ELL minutes, or RTI^2.

Middle School:

- 20 minutes of fluency building (through evidence-based practice of Precision Teaching)
- 75 minutes of Mathetics lesson targeting ELA + Writing
- 40 minutes of personalized learning
    - Potential modalities of instruction: 1:1 tutoring, small group instruction, special education/ELL minutes, or RTI^2.

Universal Reading Screener for Grades K-8

Encompass will employ aimswebPlus or a similar platform to screen all students, three times a year, to determine initial student groupings, growth and targeted areas of growth. This universal screener is in compliance with both RTI^2 and Say Dyslexia requirements, as Encompass will utilize the URS Decision-Making Crosswalk as outlined by the TDOE to determine eligibility for an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D).[177]

Kindergarten Reading & Writing	1st Grade Reading & Writing	2nd-8th grade Reading & Writing
• letter naming fluency • phoneme segmentation • letter word sounds fluency • word reading fluency (winter + spring only) • letter word sound fluency	• letter naming fluency • phoneme segmentation • letter sounds fluency (fall only) • word reading fluency • nonsense word fluency • listening comprehension	• oral reading fluency • reading comprehension • spelling • vocabulary • silent reading fluency (grades 4-8 only) • written expression

[177] Tennessee Department of Education. 2023-2024 URS Decision-Making Crosswalk, aimswebPlus. https://www.tn.gov/content/dam/tn/education/special-education/dys/23-24%20URS%20Decision-Making%20Crosswalk%20(aimswebPlus).pdf

• listening comprehension	• oral reading fluency and spelling • written expression	

Core Curricula:

- Reading Mastery Transformations (K-5)
- Amplify K-8
- REWARDS Multisyllabic Words
- REWARDS Vocabulary

Corrective Curricula (learners behind grade-level) & Supplemental Materials:

- TN Foundational Skills Curriculum Supplemental Resources
- Corrective Reading
- Reading Success
- Basic Elements (Morningside)
- Phonemic Awareness- Haughton Learning Center

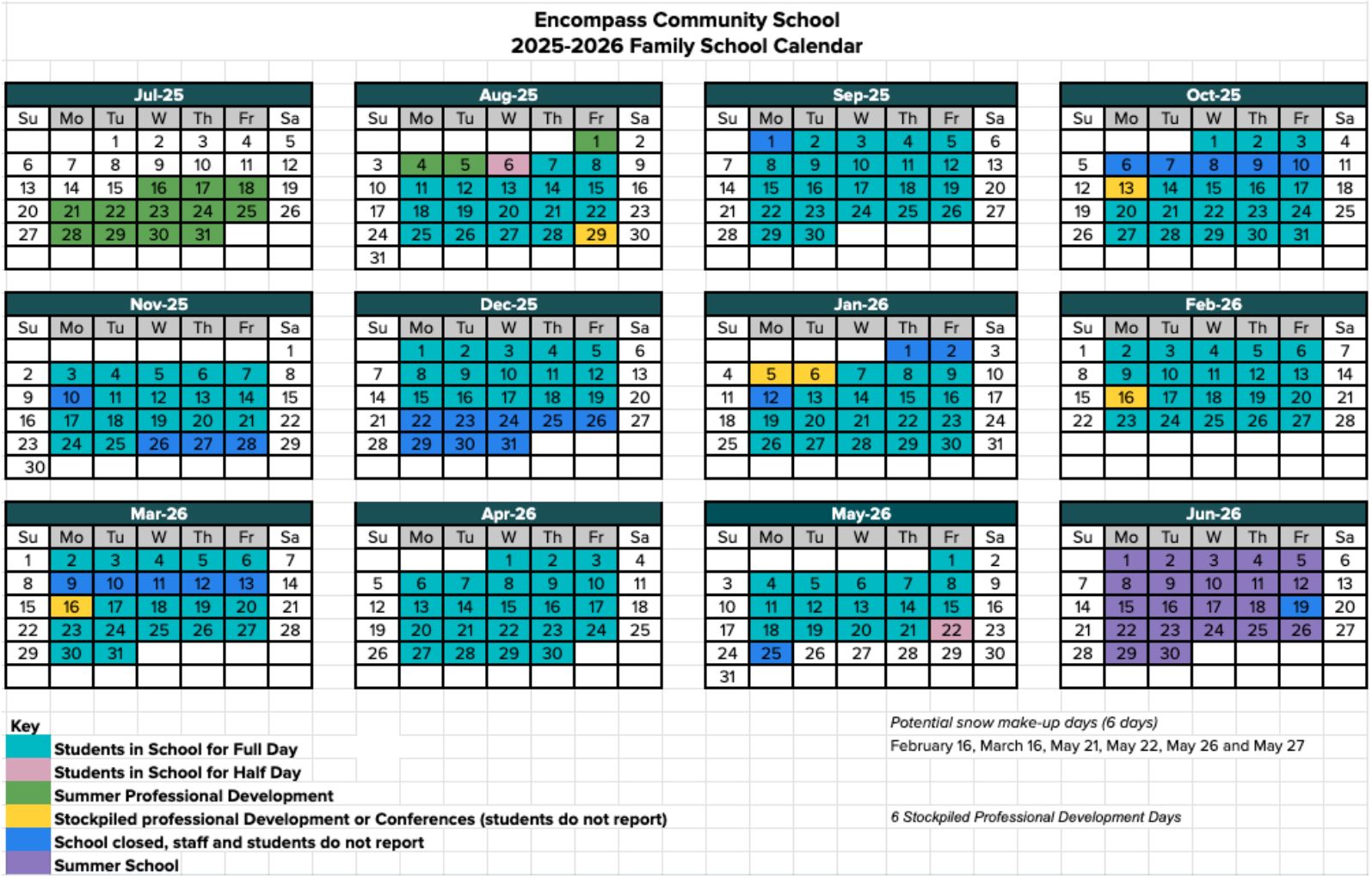
Parent Communication

Encompass will communicate academic progress with parents, as well as parents having access to online platforms pertaining to student achievement data. Additionally, the families of students who receive RTI^2 interventions, as determined by a universal screener and other academic data, will receive ongoing progress updates, detailing specific strengths, growth, skill gaps and fluency targets needed to reach.

Professional Development Plan

Each year, teachers will receive comprehensive professional development prior to students returning that provide in-depth training and high rates of opportunities to practice covering the following topics: literacy curricula (see above), Precision Teaching, Direct Instruction, corrective supports, interventions, data-based decision making, Mathetics, instructional skill analysis. Covering these topics during the summer and throughout the school year will ensure the success and fidelity of our Foundational Literacy Skills Plan. Encompass employs a rigorous internal coaching and professional development system to ensure all staff are proficient in the necessary skills needed to execute our school mission, including our FLP. Teachers receive ongoing coaching, either weekly or twice a month, with direct and explicit feedback, based on observations and student achievement data. Our coaching model mirrors our academic model, and we apply a mastery-based approach to teacher training.

Attachment B: School Calendar



Encompass Community School
2025-2026 Family School Calendar

Jul-25						
Su	Mo	Tu	W	Th	Fr	Sa
		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		

Aug-25						
Su	Mo	Tu	W	Th	Fr	Sa
					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						

Sep-25						
Su	Mo	Tu	W	Th	Fr	Sa
	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				

Oct-25						
Su	Mo	Tu	W	Th	Fr	Sa
			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	

Nov-25						
Su	Mo	Tu	W	Th	Fr	Sa
						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						

Dec-25						
Su	Mo	Tu	W	Th	Fr	Sa
	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			

Jan-26						
Su	Mo	Tu	W	Th	Fr	Sa
				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

Feb-26						
Su	Mo	Tu	W	Th	Fr	Sa
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

Mar-26						
Su	Mo	Tu	W	Th	Fr	Sa
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				

Apr-26						
Su	Mo	Tu	W	Th	Fr	Sa
			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		

May-26						
Su	Mo	Tu	W	Th	Fr	Sa
					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						

Jun-26						
Su	Mo	Tu	W	Th	Fr	Sa
	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				

Key

- Students in School for Full Day
- Students in School for Half Day
- Summer Professional Development
- Stockpiled professional Development or Conferences (students do not report)
- School closed, staff and students do not report
- Summer School

Potential snow make-up days (6 days)
February 16, March 16, May 21, May 22, May 26 and May 27

6 Stockpiled Professional Development Days

Key Dates	
Fall Semester (85 student attendance days)	**Spring Semester (91.50 student attendance days)**
July 3-4: Independence Day (school closed)	January 5-6: Stockpiled PD Day (students do not report)
July 7: Leadership team report: professional development	January 7: Third quarter begins
July 21: Teachers report: professional development	January 12: Martin Luther King Jr. holiday observed (school closed)
August 6: Half day, kindergarten	February 11: Progress reports issued
August 7: First full day, K-3	February 16: Stockpiled PD Day (students do not report)
August 29: Stockpiled PD Day (students do not report)	March 4-6: Third quarter ends + Family Conferences Window
September 1: Labor Day observed (School closed)	March 9-13: Spring break holiday (school closed)
September 3: Progress reports issued	March 16: Stockpiled PD Day (students do not report)
October 3: First quarter ends	March 17: Fourth quarter begins
October 6-10: Fall Break Holiday (school closed)	April 14: Progress reports issued
October 13: Stockpiled PD Day (students do not report)	May 20-May 22: Fourth quarter ends + Family Conferences Window
October 14: Second quarter begins	May 22: Half day for students
October 20: Quarter 1 Report Cards Sent Home	
October 24: Family Conferences	
November 10: Veterans Day Observed (school closed)	
November 12: Progress reports issued	
November 26-28: Thanksgiving Holiday (school closed)	
December 15-19: Second quarter ends + Family Conferences Window	
December 22-January 2nd: Winter break holiday, school closed	

Attachment C: Daily Schedule

Elementary Schedule
Before Care (6:45 - 7:45)
Optional Before Care
Arrival, Breakfast and Morning Work (7:45 - 8:00)
Optional breakfast and choice time activities (legos, color, academic task)
Morning Meeting (8:00 - 8:15)
Students and teachers greet each other as a whole group and engage in a targeted social-emotional lesson. Teachers and students will set daily goals and commitments. The daily goal and skills from the SEL lesson will be targeted during choice time.
Math (8:15 - 10:15)
Math block comprises skills and instruction driving towards mastery of Tennessee State Standards in Math. Within this two-hour block, students receive instruction in the following forms 1. **Fluency Block (20 minutes):** Precision Teaching (as described in Section 1.3) and practice of already taught skills that students are building fluency in. Fluency skills are personalized based on each student's skill development. 2. **Mathetics Lesson (40 minutes):** Direct instruction in small groups on grade-level standards or foundational skills. This time also includes fluency-building and real-life application. See **Section 1.3** for further detail on a Mathetics lesson 3. **Personalized Learning Time (PLT) (60 minutes):** This academic time is tailored to individual student needs, progress, and achievement levels gathered from our 5-layers of assessments, students receive intervention, enrichment, or grade level standards instruction during this time. Students who receive special education or English-language services do so during personalized learning time. Potential modalities of delivery: - small group instruction - 1:1 instruction - partner work - academic programming via technology

Snack + Choice Time/SEL (10:15-10:30)
Students will engage in structured playtime with a focus on the SEL goal of the day and eat a snack.
English Language Arts + Writing (10:30-12:30)
ELA + Writing block comprises skills and instruction driving towards proficiency of Tennessee State Standards in Foundational Literacy, Reading, Speaking/Listening and Writing. 1. **Fluency Block (20 minutes):** Precision Teaching (as described in Section 1.3) and practice of already taught skills that students are building fluency in. Fluency skills are personalized based on each student's skill development. 2. **Mathetics Lesson (40 minutes):** Direct instruction in small groups on grade-level standards or foundational skills. This time also includes fluency-building and real-life application. See **Section 1.3** for further detail on a Mathetics lesson 3. **Personalized Learning Time (PLT) (60 minutes):** This academic time is tailored to individual student needs, progress, and achievement levels gathered from our 5-layers of assessments, students receive intervention, enrichment, or grade level standards instruction during this time. Students who receive special education or English-language services do so during personalized learning time. Potential modalities of delivery: - small group instruction - 1:1 instruction - partner work - academic programming via technology
Lunch & Recess (12:30-1:30)
Students will have a monitored lunch (30 minutes) and recess (30 minutes) with their peers
Social Studies & Science (1:30-2:20)
Students will receive direct instruction aligned with TN Social Studies and Science in small groups. Students will receive instruction on a rotating schedule between social students and science.
Related Arts (2:20-3:20)
Students attend a daily related arts block on a rotating schedule. Courses include: physical

education, art, music. Other potential enrichment includes: foreign language, STEAM (coding, robotics, etc), and problem-solving
Closing Circle + Dismissal (3:20-3:30)
Students end the day celebrating achievements with their community, and reflecting on growth areas.
After Care (3:30-6:00pm)
Through external partnerships, some students will have the opportunity to attend aftercare either on campus or off campus.

Minutes Summary for Elementary Students (K-5)

Subject	Minutes per day	Minutes Per Week
English Language Arts + Writing (Foundational Literacy, Reading, Speaking/Listening)	120 minutes	4,320
Math	120 minutes	4,320
Science*	25 minutes	125 minutes
Social Studies*	25 minutes	125 minutes

*Depending on the standard, students will either receive a full lesson in science or in social studies. Some days, they will receive two mini-lessons over both

Middle School Schedule
Before Care (6:45 - 7:45)
Optional Before Care
Arrival, Breakfast and Morning Work (7:45 - 8:00)
Optional breakfast and choice time activities (coloring, drawing, reading, problem-solving task, etc.)
Morning Meeting (8:00 - 8:15)
Students and teachers greet each other as a whole group and engage in a targeted social-emotional lesson. Teachers and students will set daily goals and commitments.
English Language Arts + Writing (8:15-10:30)
ELA + Writing block comprises skills and instruction driving towards mastery of Tennessee State Standards in Reading, Speaking/Listening, Writing and Language. Within this two-hour block and fifteen minute block, students receive instruction in the following forms: 1. **Fluency Block (20 minutes):** Precision Teaching (as described in Section 1.3) and practice of already taught skills that students are building fluency in. Fluency skills are personalized based on each student's skill development. 2. **Mathetics Lesson (ELA + Writing) (75 minutes):** Direct instruction in small groups on grade-level standards or foundational skills. This time also includes fluency-building and real-life application. See **Section 1.3** for further detail on a Mathetics lesson. 3. **Personalized Learning Time (PLT) (40 minutes):** This academic time is tailored to individual student needs, progress, and achievement levels gathered from our 5-layers of assessments, students receive intervention, enrichment, or grade level standards instruction during this time. Students who receive special education or English-language services do so during personalized learning time. Potential modalities of delivery: - small group instruction - 1:1 instruction - partner work - academic programming via technology
Related Arts (10:30-11:15)

Students attend a daily related arts block on a rotating schedule. Courses include: physical education, art, music, computer science. Other potential enrichment includes: foreign language, STEAM (coding, robotics, etc), and problem-solving

Lunch & Recess (11:15-12:15)

Students will have a monitored lunch (30 minutes) and recess (30 minutes) with their peers

Math (12:15-1:45)

Math block comprises of skills and instruction driving towards proficiency of Tennessee State Standards in Math:

1. **Fluency Block (20 minutes):** Precision Teaching (as described in Section 1.3) and practice of already taught skills that students are building fluency in. Fluency skills are personalized based on each student's skill development.
2. **Mathetics Lesson (35 minutes)** Direct instruction in small groups on grade-level standards or foundational skills. This time also includes fluency-building and real-life application. See **Section 1.3** for further detail on a Mathetics lesson
3. **Personalized Learning Time (PLT) (35) minutes):** This academic time is tailored to individual student needs, progress, and achievement levels gathered from our 5-layers of assessments, students receive intervention, enrichment, or grade level standards instruction during this time. Students who receive special education or English-language services do so during personalized learning time. Potential modalities of delivery:
    - small group instruction
    - 1:1 instruction
    - partner work
    - academic programming via technology

Social Studies (1:45-2:25)

Students will receive direct instruction aligned with TN Social Studies Standards in small groups using Mathetics.

Science (2:25-3:05)

Students will receive direct instruction aligned with TN Science Standards in small groups using Mathetics.

Closing Circle + Dismissal (3:05-3:30)

Middle school students spend the last part of their day engaging in tasks and developing and enhancing skills related to executive functioning and social-emotional development.
After Care (3:30-6:00pm)
Through external partnerships, some students will have the opportunity to attend aftercare either on campus or off campus.

Minutes Summary for Middle School Students (6-8):

Subject	Minutes per day	Minutes Per Week
English Language Arts + Writing (Reading, Speaking/Listening, Writing, Language)	135 minutes	675
Math	90 minutes	450
Science	40 minutes	200
Social Studies	40 minutes	200

Attachment D: Student Handbook

ENCOMPASS COMMUNITY SCHOOL

Encompass Community School

Student and Community Handbook

2025-2026

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Section 1: Introduction and Encompass Model

Executive Director's Welcome and Handbook Purposes

Hello Families! We are thrilled you have chosen to join Encompass Community School!

We leverage a mastery-based, student-centric approach to ensure all students thrive academically and personally. We partner with local organizations to provide wraparound support for students, families, and community members.

Our Student and Community Handbook provides details of important policies and procedures that will allow us to strive towards our mission and maintain an effective and positive school culture, responsive academics, and wraparound support and services for the whole child and family. All of these ensure the success of our Encompass students. We appreciate you taking the time to review this handbook and keeping it stored in a place that you can refer to when needed. This document will be updated at least once per school year, and you can find our most updated version on our website, www.encompassnashville.org.

Family partnership and communication is key to our success! Please contact your student's teachers or leadership staff with any questions about policies and procedures. We look forward to partnering this year!

Warm regards,

Megan Garry

Achieving Our Vision

Encompass Community School is a mastery-based K-8 public charter school with students, staff and families dedicated to ensuring all students thrive, academically and personally. The vision for achieving our mission is built around 2 key elements of our school model:

1. A responsive, supportive, and evidence-based learning environment: It is our mission and vision to tailor educational experiences to meet the unique needs of every single student. Through continuous data collection and progress monitoring, we ensure that students are growing daily and constantly assess their group placement. We leverage instructional strategies proven to work with all students, and evidence-based practices guide the design of our academic and social-emotional programming. We deeply believe the student knows best, and when they are not making adequate growth, we adjust *our* instructional methods and *respond to* student data and needs.

2. A connected, engaged and active community: **Our school community includes more than just staff and students, and extends to families, community members, and more.** We know that the growth of a student is not just limited to academics but also includes social-emotional, behavioral and cognitive growth. We embed wraparound services through community partnerships to support the growth of the **whole child** and **whole family.** We know that this engagement and partnership is ever changing, and to remain effective, must involve ongoing dialogue, collaboration and a shared responsibility for supporting the growth of students and families. We are not only engaged in ongoing connection and conversation, but we are also deeply invested in our collective goals and the overall well-being of our community.

School Hours

The school day begins at 7:45am and dismissal begins at 3:25pm. Thank you in advance for being committed to getting your students here on time! This allows us to ensure they receive a high-quality educational experience.

Encompass offers before- and after-school care options to help accommodate our families' schedules. The projected schedule will be 6:30-7:45am for before school care and 3:30-6:00pm for after school. The cost of these services will likely be on a sliding scale and determined in collaboration with our community partners who will be hosting.

In case of inclement weather, school hours may be impacted:

- School closing: Occasionally, weather conditions will cause schools to open late, dismiss early or close altogether. If we are experiencing or expecting severe weather, please monitor MNPS website (www.mnps.org) or local television and/or radio stations for the latest school closing information. **Encompass follows MNPS plan for school closing.** If MNPS is closed, Encompass will be closed. If school closure due to weather occurs for more than one day in a row, **and the roads for transportation for Encompass are cleared, it is possible that Encompass will reopen. Encompass will communicate this via text message, and automated phone call as well as posting on website, social media, and other platforms.**

- Early Dismissal: If inclement weather causes an early dismissal, we will notify all parents through a phone call in addition to posting on our website, and other platforms. Encompass will follow the regular daily schedule until the time that students need to be dismissed early. Classes will continue to the regular length of time and students may miss some classes scheduled for the end of the day.

- Delayed Opening: If inclement weather causes a delayed opening, we will notify all parents through a phone call in addition to posting on our website and other platforms. Encompass will adjust the schedule based on the delay start time. It is possible that students will have shorter classes or will miss morning classes based on the delay.

Staff Directory

Name	Role	Contact Information
To be filled in after founding		

team is hired		

Section 2: Academics at Encompass

Standards

At Encompass, Tennessee Academic Standards drive all academic instruction and learning activities. These academic standards inform the *what* of learning at Encompass and through our mastery-based learning model, we use different methods for *how* students learn.

Curriculum and Instructional Methods

Our instructional model stems from Morningside's Model of Generative Instruction (MMGI), which focuses on building fluency and mastery before moving to real-life application. We use evidence and research-supported instructional methods to ensure *all* students thrive and recognize that progress and growth vary across students. Meaning, age and time don't determine what a student is ready to learn. We utilize multi-age flexible student groupings within each subject area to personalize our learning for students. These grade bands are: K-2, 3-5 and 6-8. This allows us to ensure students are learning the exact right skill to **accelerate** their growth and get ahead. In the areas where students are ahead, they will have opportunities to dive deeper into content and engage in project-based learning.

A key element of our model is a **responsive** lesson approach, as described below:

Phase 1: Instruction	Phase 2: Practice	Phase 3: Application
Explicit and direct instruction on new skills and concepts to ensure mastery of all skills across all students.	Evidence-based **fluency practice** is executed in two forms to ensure *all* students are successful, and when they aren't, we adjust immediately.	Students apply learned skills outside of the classroom, in other subjects and in the real world, ensuring they **maintain skills** in contexts that are **beyond the**

		classroom.
1. **Demonstrate:** Teacher demonstrates the skill 1-3 times. 2. **Guide** Students and teacher complete tasks together. ➔ If students make a few errors, teacher continues to present more *Guide* tasks ➔ If students make several errors, teacher returns to *Demonstrate* 1-2 more times, then returns to *Guide* tasks 3. **Test** Students engage with **new** stimuli before they are released for phase 2, practice.	1. **Boardwork** Students respond to quick (10-30 responses per minute), standards-aligned prompts ranging from. Teachers analyze student responses in the moment and determine if more instruction is needed before being released to practice. 2. **Precision Teaching** Students practice focus skills in a short (15 minutes) time window and track the frequency of their success. If successful, students move on to phase 3. If unsuccessful, teachers cycle back to provide additional support.	1. **Simple Generative Responding** Students directly apply previous skills learned to a new context (ex: column addition & subtraction skills used while grocery shopping). 2. **Complex Generative Responding** Students engage in new re-combinations and blends of skills that were previously learned in a new context (ex: Sounding out new words by blending combinations of previously learned sounds).

Depending on each student's needs, Encompass employs a variety of evidence and research-backed strategies.

Method	Description
Direct Instruction	An evidence-based instructional method to teach new content and skills through a systemic sequence of intentional instructional design and high rates of opportunities for responding and immediate feedback.

Delayed Test	The presentation of a skill mastered the previous day or in the past, to ensure students are maintaining proficiency within objectives taught.
Learning Channels	Varying the sensory contact (see, hear, think, touch) with instruction for students to practice and vary the modality of delivery. Examples: see math facts/say answer, see math facts/write answer. Teachers will vary learning channels to ensure full mastery of a skill.
Real-Life Application, Guided Inquiry and Hands on Learning	Students will engage with real-life application of content learned and have frequent opportunities to apply concepts to problem-solving scenarios.
Talk Aloud Problem Solving (TAPS)	An evidence-based approach to teaching problem-solving skills that teaches students how to be an Active Listener and a Problem-Solver. This procedure includes “talk aloud” to allow for feedback, and reinforcement on *critical thinking skills.* This approach can be applied across all problem-solving scenarios.
Concept Analysis	An instructional planning strategy used by teachers to increase student’s ability to discriminate between non-examples and examples of a concept. This strategy addresses overgeneralization, undergeneralization, of student understanding, and misconceptions.
Peer Coaching	Groups of 2-3 students, practicing skills and giving groupmates feedback. One student acts as the “performer,” and the other as the “coach.” Peer coaching is a form of cooperative learning.

Once students have shown mastery and fluency of foundational skills, we begin to shift our instructional methods to develop critical thinking and problem-solving skills that can be applied across all subjects and real-life scenarios. This shift often occurs in middle school (6th grade). While we do begin teaching these skills prior to 6th grade, there is a significant shift and emphasis in middle school. Examples of these instructional methods are shown below.

Middle School Instructional Methods	
Method	**Description**
Fluent Thinking Skills	A strategy to teach active reading, strong comprehension, study skills, active reading, predicting information across all content areas. Students are taught how to generate questions, make predictions before reading. This procedure helps create proficient note-taking skills and is generalized across all content areas with passages and other informational texts.
Talk Aloud Problem Solving (TAPS)	An evidence-based approach to teaching problem-solving skills that teaches students how to be an Active Listener and a Problem-Solver. This procedure includes “talk aloud” to allow for feedback, and reinforcement on *critical thinking skills.* This approach can be applied across all problem-solving scenarios.s.
Project-Based Learning	Aligned with research, Encompass will utilize PBL - flexible designs to increase opportunities for different learning paths - generative, providing opportunities for students to develop new meaning - include student interest through real-life experiences - are realistic and span across multiple content areas
Jigsaw II	Jigsaw II is a cooperative learning strategy that groups students together to learn and master academic content, a project or a discussion.

Academic Grades and Report Cards

Families receive formal report cards **4 times a year,** at the end of each quarter. Report cards provide a quarterly summary of student progress and mastery of Tennessee State Standards and associated foundational skills. Report cards also communicate progress in social-emotional development. Additionally, parents will receive, at minimum, a monthly progress update and opportunities to learn more about their student’s progress through phone calls, conferences, virtual meetings and more.

Homework Policy

At Encompass, our instructional model is designed to support all learning to occur at school, and decrease or eliminate the need for after school tutoring or homework. Encompass views homework as a way to teach independence, organization, and planning, all essential skills to lead a successful career. We will utilize homework, when necessary, to build these skills. Additionally, if families are looking for extra practice, we will provide them with resources. However, we will not assign homework to teach student's content they have missed or as busy work. Homework, when assigned, will be completed with **minimal** family assistance.

Make-Up Work

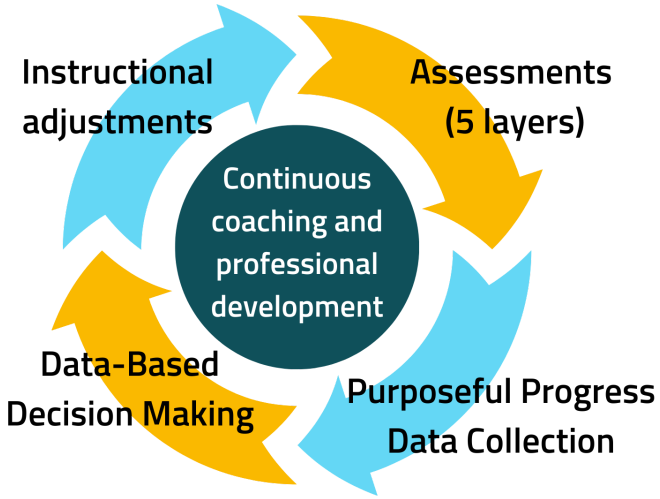
If a student misses a day or block of the day, students will have an opportunity to complete any graded assignments during their personalized learning time. For any assignment that cannot be made up during that time fully, teachers will communicate with the student's family.

Academic Dishonesty

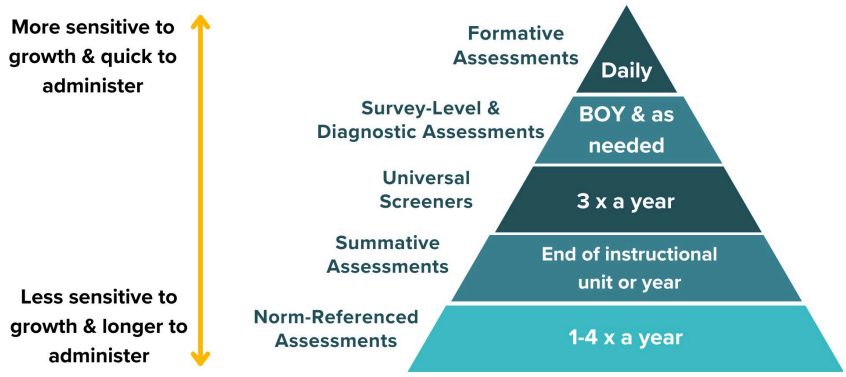
Acts of academic dishonesty, including plagiarism, stealing tests, copying themes or tests from other students or using notes or tapes, are considered serious offenses. Students are expected to use good digital citizenship when using technology. A student charged with academic dishonesty is subject to probationary status, suspension and/or expulsion. A student contributing to another student's act of dishonesty is considered to be equally at fault. Progressive discipline will be used. Please discuss with the School Director if you observe a student engaging in academic dishonesty.

Response to Instruction and Intervention (RTI^2)

Through multiple layers of support, both academically and behaviorally, we employ an enhanced schoolwide model of RTI^2, pictured below, with ongoing staff development and training at the center.



In order to effectively implement our continuous and responsive cycle, we collect data to measure student learning and progress. We do this through 5-layers of assessment, as shown below. We recognize that schools can engage in over-assessment and data collection, and don't always utilize it, therefore, wasting instructional time. At Encompass, we are intentional about assessments and ensure data collection that is frequent, is also quick.



In the table below, we describe our approach to supporting *all* students, and how those students are identified, through RTI^2- Academics.

Tier	Academic
Tier I 80-85%	Accessible, rigorous content aligned with TN State Standards delivered through small group, whole group instruction and 1:1 learning. Encompass

	executes evidence and research-based curricula. Additionally, we apply the principles of Tier II and Tier III to our Tier I instruction, and use small-group instruction, explicit and direct instruction, with continuous data monitoring.
Tier II 10-15%	Tier II interventions provide targeted support for students needing additional academic support mastering content taught at Tier I. These students will be identified through a Universal Screener, aimswebPlus, and progress will be monitored 2-4 times a month. During Tier II academic interventions, students will receive evidence and research-based instructional methods and curricula to target academic gaps. Students will be grouped based on common areas of growth, and in small groups (7-8 students).
Tier III 3-5%	Tier III interventions will be delivered for students that are not making adequate progress in Tier II as identified through a universal screener or progress monitoring data. Tier III interventions will occur daily, and will be in smaller groups (3-5 students) when possible. Students will be grouped by their academic needs, and will receive instruction on their level that directly addresses their academic deficits.

Special Populations: English-Language Learners and Special Education

At Encompass, we have designed our academic programming to be inclusive and responsive to the needs of all students, including those with disabilities and English-language learners. For students with Individualized Education Plans (IEPs and Individualized Learning Plans (ILPs), we provide services and accommodations that are personalized and seek to address any deficit by providing explicit instruction and opportunities to practice and grow. We have a special population teacher in almost every grade and additional support through instructional assistants. While we utilize an inclusion model, students will receive services in accordance with their determined least restrictive environment (LRE), as determined by the IEP team, which includes parents/guardians.

Given our flexible and responsive school model, we are able to provide enhanced programming that supports a student's strengths and areas of growth. Equity is not only our mission, but it is our model, and that applies to all students. We know that one-size doesn't fit all and understand that all students have unique learning needs and believe it is our job to foster the development of the whole child. A student's IEP or ILP will guide us in providing accommodations, modifications and other supports, as determined by the school team and parent/guardian. These supports also extend to state/district assessments.

Our responsive and personalized model also extensively supports students who are English-language learners. Through an Individualized Learning Plan (ILPs), students will receive instruction from a certified EL teacher that drives them toward their areas of growth.

A Day at Encompass

The following table shows activities that may occur during a typical day in elementary school at Encompass.

Block	Time	Instructional Activities
Before care	7:00-7:45	Optional Before Care
Arrival, Breakfast and Morning Work	7:45-8:00	Optional breakfast and choice time activities (legos, color, academic task)
Morning Meeting	8:00-8:15	Students and teachers greet each other as a whole group and engage in a targeted social-emotional lesson. Teachers and students will set daily goals and commitments. The daily goal and skills from the SEL lesson will be targeted during choice time.
English-Language Arts	8:15-10:15	ELA block comprises skills and instruction driving towards proficiency of Tennessee State Standards in English-Language Arts, Literacy and Writing. - Fluency block - Direct instruction through small group learning - Personalized learning time - Special education, English-Language Learning Time or RTI^2 intervention (depending on the student)
Snack + Choice Time/SEL	10:15-10:30	Students will engage in structured play time with a focus on the SEL goal of the day and eat a snack.
Math	10:30-12:30	Math block comprises skills and instruction driving towards mastery of Tennessee State Standards in Math. Within this two hour block, students receive

		instruction in the following forms:
		- Fluency block
		- Direct instruction through small group learning
		- Personalized learning time
		  - Enrichment or Intervention
		  - Special education, English-Language Learning Time or RTI^2 intervention (depending on the student.

Lunch & Recess	12:30-1:30	Students will have a monitored lunch and recess with their peers (30 minutes each).
Science/Social Studies + Writing	1:30-2:20	Students will receive direct instruction aligned with TN Social Studies, Science and Writing standards in small groups. Writing standards are also covered during the ELA block.
Related Arts	2:20-3:20	Students attend a daily related arts block on a rotating schedule. Courses include: physical education, art, music, foreign language, STEAM (coding, robotics, etc), problem-solving
Closing Circle + Dismissal	3:20-3:30	Students end the day in their homerooms
Aftercare	3:30-6:00	Through external partnerships, some students will have the opportunity to attend after care either on campus or off campus.

Section 3: Culture at Encompass

Response to Instruction and Intervention (RTI^2)- Behavior

Our responsive school model extends for students who need additional support in developing prosocial behavior and social-emotional skills. We follow a similar flow to academics for identifying students and implementing universal supports. Our philosophy aligns with our whole child development approach: students progress at different rates and have variability in their needs and developm, therefore, our school and staff must provide wraparound support to foster each student on their unique journey.

Tier	Behavior/Social Emotional
Tier I 80-85%	Universally available social-emotional support, and Tier 1. Encompass will utilize teaching and lessons to support character development, student agency, self-regulated learning, problem-solving and emotional regulation. Through the use of positive behavior support and Universal Design for Learning (UDL), students will receive a range of supports to meet their needs and foster behavioral and social-emotional growth.
Tier II 10-15%	Tier II plans will be created and implemented in collaboration with a Board Certified Behavior Analyst, Social Worker, Teacher, Parent/Caregiver and Teacher. Potential plans will include research and evidence-based interventions such as: Check-In/Check-Out (CICO), Breaks are Better, Self-Monitoring/Self-and-Match. Tier II supports will be determined by the Support Team (S-Team) process, observations and data collection.
Tier III 3-5%	Tier III plans will be created and implemented in collaboration with a Board Certified Behavior Analyst, Social Worker, Teacher, Parent/Caregiver and Teacher. When appropriate, a functional behavior assessment (FBA) will be conducted to write a behavior intervention plan (BIP) and/or safety plan if the behavior is severe and potentially dangerous. Additional assessment and observations will be BIPs will be developed in alignment with the hypothesized function as well as considering executive function strengths and areas of growth through a norm-referenced assessment such as the BRIEF-2.

Behavior Expectations

Encompass has high expectations for *all* students both behaviorally and academically. Our behavior expectations are rooted in our core values:

- All means all
- Community
- Agency

We strongly believe providing personalized and engaging academic programming is the best way to support all students. Students might have difficulty when behavioral expectations are

unclear, or don't yet have the skill yet. To ensure all students thrive, we utilize two schoolwide systems that will provide both clarity and instruction to target behavior skills.

Restorative Practice

An approach and framework used to enhance the values and needs of a school community by promoting healthy relationships, and reducing/preventing occurrences of maladaptive or harmful behaviors. RP is also utilized to promote healthy peer-to-peer relationships and prioritizes conflict resolution that holds individuals or groups responsible, and repairs positive staff and student relationships. [178] The use of RP has had a significant impact in reducing exclusionary practices such as suspension, in some studies this reduction was upwards of 85-88% after one year of implementation. RP has also been shown to reduce and address the disproportionality of punitive practices. [179]

Positive Behavior and Intervention Support (PBIS)

PBIS is a multi-tiered system of support that provides clear behavioral expectations with frequent opportunities to learn and receive feedback on necessary skills. Encompass utilizes PBIS to promote a positive school culture that aligns to our core values of agency, all means all and community. Staff and teachers use behavior-specific praise when students are carrying out our core values and quick corrections when feedback is needed.

Guiding principles of PBIS:

- Clear schoolwide expectations
- Explicit instruction on behavior and expectations to set all students up for success
- Preventing and responding to misaligned behaviors through respect and explicit teaching
- Fostering school/program-family partnerships

Proactive Circles

To implement Restorative Practice and PBIS, Encompass will employ Proactive Circle Procedures, a framework and structure that can be applied to any scenario within a school setting. Proactive Circles address explicit teaching, community building, and problem-solving and integrate fully with teaching social skills. It is both a proactive and reactive measure that integrates both PBIS and RP. While the purpose varies, teachers and staff follow a 4-step implementation process. While the content of Proactive Circles will vary, and change depending on need and development levels, all staff will follow this general structure:

Step 1: Greeting/Focusing Moment

[178] Schott Foundation for Public Education. (2014). Restorative practices: Fostering healthy relationships & promoting positive discipline in schools, a guide for educators. Retrieved from http://schottfoundation. org/sites/default/files/restorative-practices-guide.pdf

[179] Vincent, C. G., Inglish, J., Girvan, E. J., Sprague, J. R., & McCabe, T. M. (2016). School-Wide Positive and Restorative Discipline (SWPRD): Integrating School-Wide Positive Interventions and Supports and Restorative Discipline. R. J. Skiba, K. Mediratta., & M. K. Rausch (Eds.), Inequality in School Discipline, 115–134. New York, NY. Springer Nature.

Step 2: Feelings Check-In

- After students have greeted each other, students have an opportunity to check in with how they are feeling, allowing the facilitator a quick overview of how participation could look and which students might need a check-in after Circle

Step 3: Activity

- The activity during circle will vary based on the purpose. Potential examples: teaching rules for a field trip, reviewing core values and identifying aligned actions, increasing community by getting to know you activities, addressing maladaptive behavior, how to respond when a friend doesn't want to play. Note: the type of activity varies based on developmental level and will likely increase in complexity as students progress through Encompass.

Step 4: Farewell/Closing

- The final step is to close out the group through a short reflection (what went well, learning reflection, next steps).

Bullying

Encompass takes bullying extremely seriously. Throughout each year, we work with teachers, staff, students, and parents so that they will know and understand our definition of bullying, how to deal with it appropriately, and how it is different from the developmentally typical personal conflict that all young people face.

Bullying can be physical (e.g., pushing, hitting, kicking) or verbal (e.g., yelling, teasing, insulting). It can be direct (to their face) or indirect (e.g., excluding, spreading rumors, telling lies about someone). Bullying is inappropriate, hurtful behavior that is usually deliberate, repeated, and based on a situation or perception that one person has power over another.

At Encompass, we work with all students to develop the skills and strategies they need to help eradicate any bullying. One of the most important skills that we want students to develop is the ability to speak up about problems they are having with others. These skills are modeled and reinforced within each homeroom during regular community meetings that develop a sense of trust and openness for discussions and lessons on bullying. If students need more support than what is offered in the classroom, additional supports will be provided and determined by the Support Team, in collaboration with the parent/guardian. Potential supports include 1:1 time with our social worker, a support plan from our behavior analyst, or small group instruction and practice support the development of more pro-social skills.

Section 4: Policies and Procedures

Acceptable Use of Technology

Internet access is available to all Encompass students and staff. Access for students is for educational purposes only. Technology is integrated into the curriculum and daily lives of students to enhance learning. Students have computers and tablets available in their classrooms and we will have a 1-1 device structure for grades 3 and beyond.

The main objectives of our technology integration program and the technology curriculum are to foster confidence and skills in the use of the computer and computer applications, to develop student's critical and creative thinking, to stimulate and foster an interest in and understanding of the use of technology for communication and research purposes, and to encourage students to work with a computer either independently or in cooperative situations.

Students may not use personal technology during instructional periods except when used as an aid to instruction, at the discretion of the classroom teacher and building administrator. A student who brings his/her device to school does so at his/her own risk. No searches or investigations will be conducted for lost or stolen devices. Personal technology includes, but is not limited to:

- cellular phones
- wireless earpieces
- iPods
- iPads
- other mp3 players
- calculators
- portable gaming devices

Headphones must be used for personal technology used to play music or video. A student in possession of personal technology in violation of this policy is subject to disciplinary action.

Attendance Policy

Encompass has an average daily attendance goal of at least 95% of students in attendance.Encompass is aligned with the MNPS attendance policy, and we expect all students to attend school each day. We accept the following reasons for an excused absence:

- Child's illness
- Serious illness in the family
- Head lice, maximum of three days
- Death in the family
- Religious holiday

Special circumstances may be approved as excused at the discretion of school leadership who will work with families to problem-solve and prevent future absences. Examples include housing difficulties, transportation difficulties, or required family travel. When possible parents should call, email, or send a written note to the Encompass front office in advance detailing the reason for the absence. Parents must justify an absence in writing within five days of the absence for it to be excused by the school.

School attendance is a strong predictor of a wide range of outcomes, including academic performance, reading level, and the likelihood of graduating, so Encompass makes a great effort to hold students and families accountable for ensuring students are at school each day. To reduce the number of students who are chronically absent (defined as missing 10% of school days) or who are at risk of becoming chronically absent, Encompass implements a number of interventions:

Absence Threshold	Actions/ Interventions
Daily absence not excused in advance	Contact guardians- call or text
3 unexcused absences	Attendance notification
5 unexcused absences	- Attendance meeting between school representative and guardian - Attendance Improvement plan developed and shared with stakeholders Truancy letter sent home
7 unexcused absences	- Attendance meeting between school representative and guardian - Attendance Improvement plan reviewed and updated - Truancy next steps shared with families
10 unexcused absences	- Encompass is mandated by Compulsory School Attendance Law (TCA § 49-6-3001) to report a truancy concern to the Juvenile Courts. - Executive Director communicates this requirement to families.

Academic Placement

Our academic model is designed to respond to student progress and therefore, we utilize multi-age flexible student groupings within each subject to meet the needs of all students. The purpose of our multi-age flexible student groupings is to personalize instruction for each student within each subject. Student placements are determined by a comprehensive system of assessments and the school leadership team. Encompass will communicate student groupings at the start of their student's enrollment. Encompass frequently reviews academic data, and student groupings change based on student progress and needs. Students move groups based on academic performance on assessments and benchmarks. When it is determined a student needs an updated academic placement, either moving up a group, or below a group, the school team will conduct academic probes to determine readiness as well as gather parent input.

Communication

Parents must be informed of the current curriculum, major assignments, projects, upcoming classroom/school events, extension activities to further the learning process at home and other pertinent information. The following guidelines inform communication during the year:

- Teachers will keep in close contact with parents by email, phone, or through notes home especially when there are areas of concern and when there is good news to share.
- Teachers have up to 48 hours during the work week to respond to parent questions or requests.
- Weekly classroom or grade level communication will be shared with families via email, a class blog, or other format as determined by teaching teams.
- Encompass leadership will offer special parent information sessions during the year

Confidentiality

Confidentiality is a key factor in building strong, positive relationships with our students. In order for students to feel comfortable and safe enough to talk about the delicate subjects that concern them (e.g. feelings, friendships, difficult situations at home and in school, etc.), they must trust that the teacher, counselor, administrator, or staff member that they confide in will respect their concerns by honoring their rights of confidentiality. Maintaining confidentiality, being honest, and treating students with respect are what create the relationships and bonds that allow us to have a positive impact and help our students manage difficult situations.

As professional educators, we have an ethical and legal obligation to break confidentiality as needed in order to ensure the physical and emotional safety of our students. If during the course of consultation or conversation there is any reason to suspect that the student is at risk in any way, if he or she is considering self-injury, or is a danger to others, we are required to seek additional support and report the situation to a higher official.

Dress Code

Encompass expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the school's intent

to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that a student's private parts are fully covered with non-see through fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear[180], while following the basic principle of Section 1 above :

- A Shirt (with fabric at least covering the area of a typical tank top), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes suitable for play and physical activity

3. Students May Wear, as long as these items do not violate section 1 above or section 3 below:

- Religious headwear
- Hoodie sweatshirts
- Fitted pants, including non-see through leggings, yoga pants, and "skinny jeans"
- Athletic attire
- Encompass school spirit swag

4. Students Cannot Wear:

- Anything that covers the ears or face, save for religious headwear.
- Pajamas
- Violent language or images.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Accessories that could be considered dangerous or could be used as a weapon.

[180] Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).

Emergency Drills

Encompass considers the safety of students our top priority. Encompass is vigilant in its communication with all stakeholders within the school. Encompass has its exterior doors locked at all times. To enter the school, visitors must enter through a security buzzer equipped with a camera in the front office during school hours. Throughout the school year, teachers, students, and staff participate in the following drills:

- Secure: Is when there is a threat in the area that is not school specific but could affect the school in which no one is allowed to transition in or out of the building. In these situations, the Metro Nashville Police Department in partnership with Encompass maintains ongoing communication regarding the nature of the incident.
- Lockdown: This is when there is a threat of any nature that requires that all classrooms and exterior doors remain locked and no student movement within the building as the school implements its crisis response plan.
- Shelter in Place: This is a weather-related response in which students are kept inside the school in safe areas of the building when there is a risk of inclement weather. Students will remain in their shelter-in-place locations until the danger has passed.
- Fire Drills: Encompass is required to conduct at least one fire drill monthly. Fire drills require full evacuation from the school.
- Tornado Drills: Encompass is required to conduct tornado/severe storm drills twice a year.Encompass has developed procedures to minimize risks to students, staff, and visitors in the event of tornadoes and severe storms.

FERPA

Encompass is required to provide annual notice of The Family Educational Rights and Privacy Act (FERPA) and the rights it provides parents and students. The FERPA gives parents, students over 18 years of age and others certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents of eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal (or appropriate official), clearly identify the

part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Encompass board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent or student on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his or her tasks; or an attorney from the Department of Law with a legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
    a. Family Policy Compliance Office U.S. Department of Education; 400 Maryland Avenue, SW Washington, D.C. 20202-4605

Student directory information is restricted in accordance with FERPA guidelines. If you do not wantEncompassto disclose the types of information designated below as directory information from your student's education records without your prior written consent, you must notifyEncompasseither in writing, or by indicating your choice on the media release form shared at the start of school.

- Student's name
- Address
- Photograph

- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended

Harassment

Misconduct that may be perceived or described as bullying, cyber-bullying, discrimination, intimidation, or hazing may constitute prohibited harassment under this policy when the conduct (1) is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or sex, including gender identity, gender expression, and appearance; and (2) creates a hostile environment.

Harassment may take many forms and is not limited to conduct that constitutes bullying. Harassing conduct may include verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the internet; or other conduct that may be physically threatening, harmful, or humiliating if such conduct is based on a student's real or perceived race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, or sex, gender identity, gender expression, and appearance. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently serious (severe, pervasive, or persistent) and objectively offensive so as to deny or interfere with or limit a student's ability to participate in or benefit from the programs, services, activities, or opportunities offered by Encompass

Sexual harassment means any unwelcomed sexual advance or request for sexual favors or conduct of a sexual nature:

- when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's participation in an education program or activity;
- when submission to or rejection of such conduct by an individual is used as the basis of any educational or service decision affecting the individual; and/or,
- when such conduct has the purpose or effect of substantially interfering with the student's ability to participate in or benefit from an education program or activity or creating an intimidating, hostile or offensive work or learning environment.

Sex-based harassment includes sexual harassment and non-sexual harassment based on gender identity, transgender status, gender expression or appearance, stereotypical notions of what is female/feminine v. male/masculine, or a failure to conform to those gender stereotypes.

Behaviors that constitute sexual harassment may include, but are not limited to sexually suggestive or offensive remarks; sexually suggestive pictures, sexually suggestive gesturing, verbal harassment or abuse of a sexual nature, harassing, abusive or sexually suggestive or offensive messages sent by e-mail or other electronic medium, subtle or direct propositions for sexual favors, and touching, patting, or pinching. Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

Language Policy

Encompass Language Policy is guided by the following beliefs:

- Language development is the foundation that allows students to fully access and engage with learning activities.
- All teachers are language teachers, and all subject-area classes must include explicit language instruction.
- Languages are learned best when taught in authentic, meaningful contexts.
- Well-developed language skills support open, clear communication and the creation of meaningful relationships.
- Language provides a direct link to understanding a person's culture and identity.
- Multilingualism is essential in the modern globally-interconnected society.
- A variety of assessment tools must be used to best assess language learning and content mastery in language immersion classrooms.
- All school faculty must attend regular professional development to stay current on best practices and strategies for promoting language learning.
- Families play a crucial role in language learning, both in promoting learning and maintenance of the child's mother tongue, and in supporting the child's developing multilingualism.

Encompass values our school and community diversity, and for some families, they speak more than one language at home. To support and foster communication among all families, Encompass will create all official publications and communications in English and Spanish, such as the school Handbook, weekly class newsletters, and extracurricular offerings. For languages that are spoken outside of English and Spanish, Encompass will generate translated materials. At the beginning of each school year parents indicate their preference

for written and verbal communication from the school. At official school functions parents and Encompass teaching staff may choose to communicate in the language that is most comfortable for both parties. During these events, such as parent-teacher conferences, Encompass will ensure translation services are available for families.

Mandated Reporting

Under Tennessee state law, any person with reasonable cause to believe a child is being abused or neglected is a mandated reporter, meaning they must immediately report to the Tennessee Department of Children's Services or to local law enforcement. All Encompass staff members are mandated reporters, under this law. Encompass staff members are not required to discuss their suspicions with families prior to reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Under the law, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. As mandated reporters, staff members cannot be held liable for reports made to the Department of Children's Services which are determined to be unfounded, provided the report was made in "good faith." Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Unusual bruising, marks, or cuts on the child's body
- Transporting a child without appropriate child restraints (e.g. car seats, seat belts, etc.)
- Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Leaving a child unattended for any amount of time
- Failure to attend to the special needs of a disabled child
- Children who exhibit behavior consistent with an abusive situation

If your child or family is in need of resources or support that are impacting your child's or family's well being, please reach out to anyEncompassteacher or staff member with whom you feel comfortable

Medications and Student Illness

Students should never bring medication to their classroom. Each prescription medication to be administered by school personnel must be accompanied by a signed statement from the physician/ parent detailing the dosage to be administered and the time for administration.

The child's doctor must fill in the section stating that the medication must be administered at school. All medications will be kept in a locked cabinet in the office. Calls to parents or guardians to verify the information in the request may be placed by school personnel.

School personnel will distribute no medication until a completed medication form is on file.

If your child has a temperature equal or above 100.5 F, please do not bring him/her to school. Students must be fever-free without the use of medication for at least 24 hours before returning to school. If your child has vomited in the past 24 hours, do not bring them to school. If your child has or has recently had lice, they may not return to school until nits, eggs and lice are all completely gone.

If a child becomes ill during class appropriate first aid will be provided in consultation with the student's parents. A child will only be authorized to go home after parents' approval.

Non-discrimination

Encompass does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age and/or disability in admission to, access to or operation of its programs, services or activities. Encompass does not discriminate in its hiring or employment practices.

Parent-Teacher Conferences

Formal Parent Teacher Conference will be held twice during the year, in the fall and the spring. Additional conferences may be arranged at any other time during the year by parents, teachers, and/or Encompass staff. To protect the instructional time of our students, please call or email and arrange a convenient time to meet with your child's teacher. If you bring your child to school or pick them up, please do not have conferences at the door. Teachers are attending to the students, and it is better to make an appointment.

Phones

Students should not use mobile phones or smart watches at any point during the school day. Students who bring devices to school must leave them turned off in a backpack while at

school. Students using devices during the school day will have them confiscated to be picked up at the end of the day by a parent.

Release of Students

Teachers will not release students to unauthorized persons. If a doubt arises regarding the relationship to the student, the teacher will check the student's file for authorized names. Teachers must be alert to changes in household personnel or cases of custody and divorce, and should inform the office if these occurrences indicate a revision of names on the authorized list.

Room Parents

A room parent is appointed to represent each homeroom. The responsibilities of the room parent are primarily to serve as a liaison between the classroom teacher(s) and the parents of each classroom. Room parents may also coordinate classroom activities including celebrations. Parents are given the opportunity to volunteer by submitting their name for consideration at Open House. Room parents are selected from the list with priority being given to those individuals who have not previously served as a room parent and/or are not currently serving as a room parent for another class.

Toys and Lost & Found

Toys, games, music players, electronics, and other like items, should not be brought to school unless requested by a teacher for special purposes. Exceptions include balls or other recreational items to be used only during recess. If an item is brought without the teacher's permission, the item will be held at school until picked up by a parent. At the end of the school year, all unclaimed items will be discarded.

Misplaced toys or clothing will be taken to the Lost and Found located in the school office. If an item has been lost, families should submit a Lost Item form and the school will return the item if it has been found. At the end of each trimester, any remaining Lost and Found items will be placed in the cafeteria for families to claim. Unclaimed items will be donated or disposed of as appropriate.

Threat Assessments[181]

[181] MNPS Handbook. https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=36436726#threat

In the event that a student makes a threat that is either written, verbal or in electronic form, and that might involve a specific, credible plan to cause harm to students, staff or school, a Threat Assessment team (Executive Director, Social Worker, Director of Operations and Finance and Director of Personalized Learning) will potentially convene and take the following steps:

- Assess threats of potentially harmful or lethal behavior
- Determine the level of concerns and action required
- Organize school and community resources and strategies
- Manage situations involving students that pose threats to others
- Maintain an environment of psychological safety for all members of the school community

Violation of Personal Rights[182]

It is a violation for any student, teacher, administrator or other employee to violate the personal rights of others. Violation of personal rights is any act of intimidation, harassment/hazing, physical force or threat of physical force directed against all persons or their property or advocate, motivated either in whole or in part by hostility to their real or perceived race, ethnic background, religious belief, gender (including gender identity), age, disability or sexual orientation, with the intention of causing fear or intimidation, or to deter the free exercise or enjoyment of any rights or privileges secured by the Constitution or the laws of the State of Tennessee whether or not performed under the color of law

Volunteers and Visitors

All faculty and staff members will wear an identification badge at all times while on campus. Volunteers and visitors for school activities are welcome, and for safety reasons must sign in at the office before going to the classroom and must wear an identification badge when in the building. Visitors must also check out in the office when they leave for the day.

[182] MNPS Handbook. https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=36436726#threat

Attachment E: School Discipline Policy

Encompass Community School Discipline Policy

Encompass Community School implements the MNPS Discipline Policy which is consistent with our emphasis on positive relationships and a restorative discipline approach. The Encompass team has chosen Restorative Practice and Positive Behavior Intervention and Supports (PBIS) due to their extensive evidence and research backing for decreasing the need for punitive measures and addressing the disproportionality of punitive procedures.

We also implement the MNPS Discipline Policy which is consistent with our relationship-based and restorative discipline approach. Elements drawn from the MNPS Discipline Policy included in Encompass's Student Discipline Policy are denoted with an asterisk (*) next to the section header. Additional details and definitions may be found in the discipline handbook at www.mnps.org.

Behavior Expectations

As described in our Student Handbook, we have high expectations for students. Our expectations are rooted in our three core values:

- All means all
- Agency
- Community

Encompass aligns itself with evidence-based practices and believes that the best behavioral intervention is strong and engaging academic and social-emotional programming that is both supportive and responsive to student needs. When expectations are unclear, or when content is too easy or difficult it is possible maladaptive behaviors will occur.

Multi-Tiered System of Support*

Response to Instruction and Intervention- Behavior and Social-Emotional Development (RTI^2-B): At the core of our school design is being responsive and supportive to ensure *all* students thrive academically and personally. To achieve this, Encompass uses two evidence-based practices that both provide preventative measures as well as reactive guidelines for students needing additional support. PBIS and Restorative Practice also act as an integral part of our RTI^2-B/MTSS systems, and support and intervention intensify as students are identified as needing additional support through universal screeners, and ongoing data monitoring.

Tips for Calming Conflict*

Show your student you understand. Listen with sincere concern to create positive relationships between your student and others. Trust then becomes the foundation for academic success and conflict resolution.

- Ask open-ended questions. For example, say “What was that like for you?” or “Tell me more about that.” This gets more than a “yes” or “no” response and helps students tell their story.
- Use reflective listening when intervening in a conflict. Get the attention of an angry person by reflecting the feelings you hear in a nonjudgmental way. Let students tell the story—say just enough to help them.
- Help your student problem-solve disputes. Use open-ended questions and reflective listening to help him/her think about what happened. Trust that with guidance, he/she will identify a solution that works.

Skills and Strategies for Building Positive Relationships*

- Communicate understanding
- Structure tasks for success
- Reinforce behavior in a positive manner
- Set rules, limits and consequences
- Create a safe and trusting environment
- Remain neutral
- Use nonjudgmental language
- Respond only when a response is necessary
- Stay calm in tense situations
- Encourage people to “vent” while being aware of safety
- Listen and repeat what students say (reflective listening)
- Identify and label feelings, values and topics to be resolved (strategic listening)
- Ask open-ended questions
- Assist others in using a positive problem-solving process
- Create clear expectations that are consistent throughout the school

Family Assistance*

There are times when students exhibit repeated patterns of challenging behavior. These steps can be followed to advocate for your student:

1. If you suspect your student needs additional help with his/her behavior, contact your student’s teacher, school counselor or principal in writing to request a conference to discuss your concerns.

2. During this meeting, parents and teachers can discuss proactive solutions to repeated behaviors.
3. If the behaviors continue after the parent/teacher conference, the parent and/or teacher should request a Student Support Team (S-Team) meeting.
4. If the interventions are successful, the S-Team will document and may continue to monitor as needed.
5. If the behaviors continue after interventions and a disability is suspected, the appropriate assessment specialist is invited to a meeting by the Support Team (S-Team).
6. If a disability is suspected at any point in this process, the school and parent should convene a meeting within 10 days to obtain written parental consent to an evaluation for special education services or a 504

Interventions and Responses to Student Behavior*

School discipline is best accomplished by preventing misbehavior before it occurs; and using positive, safe, and respectful interventions after it occurs in an effort to promote new, more adaptive skills and prevent future challenging behaviors. Schools must balance accountability with an understanding of the origins of challenging behavior, including an understanding of the impacts of Adverse Childhood Experiences (ACEs) and toxic stress on behavior. Schools should incorporate a trauma-sensitive approach within a Multi-Tiered System of Supports (MTSS) that incorporates positive behavior interventions and supports (RTI^2B), restorative practices, and social-emotional learning foundations at the Tier 1 universal level of prevention. Essential elements of a strong Tier 1 include:

- reaching and reinforcing school and classroom rules and expectations,
- establishing clear and consistent consequences,
- providing explicit expectations and training for staff on building positive relationships with students,
- and teaching and providing opportunities for students to engage in social-emotional learning practices focused on stress reduction (e.g., regulating breaks) during the school day.

When repeated maladaptive behavior occurs, the S-Team process will begin and the team will create a Tier 2 behavior support plan. Depending on the severity of the behavior, a functional behavior assessment (FBA) might be warranted to create a behavior intervention plan (BIP). At the foundation of all support plans, whether at the Tier 2 or Tier 3 level, Encompass utilizes universal trauma-informed practices that ensure student dignity and positive relationships are emphasized. Additionally, plans will describe explicit teaching procedures as well as replacement behaviors to address the root cause of maladaptive behaviors. Examples may include pairing students with supportive adult mentors and teaching and practicing stress reduction/regulation skills to promote self-management.

Trauma-informed specialists, behavior analysts (behavior support team and exceptional education coaching team), restorative practices specialists, and social-emotional learning specialists are available to assist school staff with the development of individual student plans. A restorative and consistent approach is preferable to utilizing suspension and expulsion. Suspension and expulsion are never required, except for Type 5 offenses. Length of in-school suspension (ISS) and out-of-school suspension (OSS) may not exceed the days allowed in this handbook

Discipline Table*

We utilize discipline policies and guidelines from Metro Nashville Public Schools (MNPS). The table, code, and response type are directly from MNPS.

Behavior	Code	Response Type
TYPE 1 Behaviors		
Tardy to school or class	100	A
Noncompliance with reason request	102	A
Agitating Other Students	103	A
Profane or Indecent Language	104	A
Possession of Fireworks	106	A
Dress Code Violation	107	A
TYPE 2 Behaviors		
Repeated Violations of a Pattern of Same Type 1 Behaviors, With Evidence of Implemented Interventions	200	A, B, T
Possession of Tobacco Products	202	A, B
Electronic Devices	203	A, B
Disruption of Classroom	203	A, B
Gambling	208	A, B
Drug Paraphernalia	210	A, B
Cutting Class	211	A, B

Inappropriate Physical Contact With Other Students	212	A, B, T
Type 3 Behaviors		
Repeated Violations of a Pattern of Same Type 2 Behaviors, with Evidence of Implemented Interventions	300	B, C, T
Profane or Indecent Language Towards Teacher or Staff	301	B, C, T
Leaving School Grounds or Bus Without Authorization	302	B, C, T
Noncompliance With an Administrative Directive or an Assigned Disciplinary Response	303	B, C
Vandalism Under $1000	304	B,C, T
Theft Under $1000	305	B, C, T
Falsifying School Records	306	B, C,
Inappropriate Sexual Behavior	307	B, C, D, T
Indecent Exposure	308	B, C, T
Offensive Touching	309	B, C, T
Fighting	311	B, C, D, T
Alcohol or Drug-Like Substance: Use or Possession, Under the Influence	312	B, C, T
Treats, Class 1	313	B, C, T
Possession of a Non-Lethal Weapon or Replica of a Lethal Weapon	314	B, C, T
Inappropriate Use of Electronic Devices	315	B, C, T
Possession of Other Weapons	317	B, C, D, T
Trespassing on School Grounds	318	B, C
Inappropriate Physical Contact Toward School Staff	319	B, C, T
Gang Activity: Recruitment, Display or Possession of Symbols or Paraphernalia	320	B, C, D, T

Use of Tobacco Products	321	B, C, D, T
Type 4 Behaviors		
Harassment of School Staff	400	C, D, E
Assault of a Student	401	D, E
Under the Influence of Illegal Drugs and/or Controlled Substance	402	C, D, E
Threats, Class 2	403	D, E
Threats by Electronic Transmission	404	D, E
Bullying	405	C, D, E
Cyberbullying	406	C, D, E

Harassment
Based on a student's real or perceived race, color, religion, national origin, disability or ancestry. Harassment is misconduct that:

- May be perceived or described as bullying, hazing, or cyberbullying, discrimination or intimidation
- Is based on a student's real or perceived race, color, religion, national origin, disability, or ancestry, and
- Creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent to interfere or limit a student's ability to participate in school services, activities, or opportunities. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Includes codes: 407, 408, 409.

**Elementary OSS only if repeated over time and persists after documented administrative intervention.*

Behavior	Code	Response Type
Harassment Based on Race, Color or National Origin	407	C, D, E
Harassment Based on Religion or Creed	408	C, D, E
Harassment Based on Gender, Gender-Identity or	409	C, D, E

Sexual Orientation		
Harassment Based on Disability	410	C, D, E
Sexual Harassment *Not used outside of the formal investigation process*	411	C, D, E
Assault of a Teacher or Staff	412	D, E, T
Extreme Disruption of the School Environment or Bus	413	C, D, E
Group Fighting	414	D, E
Repeated Violations	415	C, D, E
Gang Intimidation	416	C, D, E
Off-Campus Behavior: For a felony charge under T.C.A 49-6-3051(b) OR An act committed against a member of the student's school community that poses a threat to the safety of the school	417	C, D, E
Sexual Assault	418	D, E
Robbery	419	D, E
Reckless Endangerment	420	D, E
Fighting: Repeated	421	D, E
Vandalism Over $1000	423	D, E
Theft Over $1000	424	D, E
Refusing or Fleeing Drug or Weapon Search	425	C, D, E

Behavior Responses*

Through our responsive programming and school design, we will make every effort to prevent maladaptive behavior through personalized approaches to academic and social-emotional growth. The purpose of schoolwide systems of PBIS and Restorative Practices intend to provide universal preventative instruction and support, as well as guidance for responding to maladaptive behavior.

In instances where our preventative approaches do not result in desired behavior change, Encompass teachers will utilize logical consequences of student behavior and implement interventions to prevent future disruptions of coexistence within the school community. Below are possible responses to the behaviors found in the previous chart.

LEVEL A: TEACHER, STUDENT, PARENT, SCHOOL STAFF

1. All relevant stakeholders (the teacher, student(s), or any other adult) involved in the behavior incident share their perspectives on what happened and how they were impacted. The intent is to achieve resolution through mutual understanding and respect. Classroom expectations should be discussed and reiterated at this time.
2. The teacher will check-in with the student periodically to ensure the relationship has been restored and to encourage continual relationship building
3. Parent(s) should be notified to:
    a. Alert them of the infraction
    b. Get parental perspective on solutions (parent voice)
    c. Share the outcome of the restorative intervention
    d. To encourage at home support for the identified classroom expectation
    e. To discuss, if necessary, the need for additional supports for the student (ex: social worker, S-Team, 504 Team, restorative assistant, counselor, psychologist or cluster support team). Additional support may also be needed to support the classroom environment and/or teacher.
4. Interventions will be documented.

LEVEL B: ADMINISTRATIVE REFERRAL

1. Administrator will hear the student's side of the story and provide an opportunity to write a statement.
2. The administrator will provide the student an opportunity to right the wrong and repair the harm.
3. A plan will be created to support the student's needs through providing interventions and support. Staff determines whether to involve a school social worker, nurse, school guidance counselor, psychologist, behavioral analyst, S-Team, 504 Team, IEP Team, or cluster support team. If school-based resources are unable to address the student's needs, a collaborative referral is created.
4. All interventions should be documented and provided to the parent or guardian.
5. If necessary, the administrator will have a conversation with the parent or guardian to discuss the student's needs and how to best support the student.
6. If necessary, in-school suspension (ISS) of up to two days or comparable services may be utilized for middle school students. One (1) day of ISS may be used for elementary students. ISS does not take the place of a collaborative referral.

LEVEL C: SUSPENSION OPTION

1. Steps one through five are repeated from Level B.
2. If necessary, administrator may: a. Give middle school school students ISS or comparable services for one to three days OR one to three days of out-of-school suspensions (OSS), not to exceed a total of three days. b. Give elementary students one to two days of ISS OR, after obtaining supervisory approval, one to two days of OSS, not to exceed a total of two days.
   A formal restorative conference must occur upon return from suspension with all necessary parties to modify the student's plan of support. Parents/guardians, student, teacher(s), relevant support staff and community supports must be invited.

LEVEL D: SUSPENSION OPTION

1. Same as Level C, except that administrator may:
   a. For elementary students, give one to two days of ISS and/or one to two days of OSS if the offense is eligible for OSS. The combination of ISS and OSS may not exceed a total of two days.
   b. For middle school students, give ISS or comparable services for one to three days and/or OSS for one to five days if necessary. The combination of ISS and OSS may not exceed a total of five days for middle school students.
      i. Code 414 ONLY – Group Fight violations, up to a 10 day suspension option may be used in lieu of expulsion for middle school.
2. When choosing a higher-level response within the range of possible responses, an administrator must consider:
   a. The student's age, health, disability, decision-making ability and prior intervention history.
   b. The student's willingness to repair the harm.
   c. The seriousness of the act.
   d. The harm caused or the potential to cause harm, including any injuries caused.
   e. The extent of actual disruption to the learning environment.
3. Upon return from suspension, a restorative conference must occur and a collaborative referral must be made. A plan of support for the student must be created.

LEVEL E: EXPULSION OPTION

1. Same as level D, except that the administrator may expel a middle school student if necessary. Elementary students may not be expelled, except for Type 5 Behaviors.
2. Expulsion Documentation: All interventions utilized prior to expulsion must be clearly documented. All reasons for expelling a student rather than using a lower level of response must be clearly detailed.

3. Upon return from expulsion, a formal restorative conference must be held with appropriate individuals including parent/guardian, student, teacher(s), relevant support staff and community supports.

Expulsion is a measure of last resort. Prior to expulsion, all of the following factors must be considered:

- the student's age, health, disability, decision-making ability and prior intervention history
- the student's willingness to repair the harm
- the seriousness of the act
- the harm caused or the potential to cause harm, including any injuries caused
- the extent of actual disruption to the learning environment
- whether the act was intentional.

**Zero Tolerance Offenses as defined by state law require a level E response. All Zero Tolerance offenses require a mandatory expulsion of 180 school days.

Disciplinary Due Process for Suspensions and Expulsions*

Encompass shall maintain compliance with LEA policies and procedures for due process when a student is suspended or expelled as a result of a student discipline policy/code of conduct violation.

Attachment F: Enrollment Policy

Background:
Encompass Community School is an open-enrollment charter school located in Nashville, TN serving grades K-8. The Metropolitan Nashville Board of Public Education approved Encompass to open in August 2025 beginning with grades K-3 and adding one grade each year thereafter, with additional seats added in Year 2. As a school of choice, Encompass is committed to providing a fair and transparent process for prospective students to apply and enroll. The following document outlines the policies and procedures that Encompass and its representatives employ to administer the annual student enrollment cycle.

Eligibility:
Per TN § 49-13-106, "Public charter schools authorized by an LEA may be formed to provide quality educational options for all students residing within the jurisdiction of the chartering authority; provided, however, an LEA may authorize charters to enroll students residing outside the LEA in which the public charter school is located pursuant to the LEA out-of-district enrollment policy and in compliance with § 49-6-3003 and § 49-6-403(f)."

To be eligible to attend Encompass, a student must:

1. Be of appropriate age and/or meet the promotion requirements for a given grade level
2. Have full-time, legal residence in Davidson County

In order to prove a student meets residency requirements, Encompass may ask the student's legal parent/guardian to provide additional documentation at the time of enrollment or registration. Acceptable forms of residency documentation include:

- A residential utility bill in the resident's name (issued within the last 60 days)
- Documentation from a federal, state, or local government agency (issued within the last 60 days)
- An original lease, mortgage statement, or deed
- A current property tax or homeowner's/renter's insurance bill
- Official payroll documentation (e.g. paystub) from an employer (issued within the last 60 days)

The Encompass Enrollment Policy prohibits discrimination on the basis of race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance. Encompass admissions practices will comply with federal, state, and local laws and policies

The Encompass Enrollment Policy prohibits discrimination on the basis of race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance. Encompass admissions practices will comply with federal, state, and local laws and policies.

Homeless students:

The McKinney-Vento Homeless Education Assistance Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence, including children and youth who are: Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

- Living in motels, hotels, trailer parks, camping grounds, cars, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Awaiting foster care placement;
- Migratory children who qualify as homeless because they are living in circumstances described above; or
- Unaccompanied youth, including youth not in the physical custody of a parent or guardian, such as runaways and youth denied housing by their families.

Homeless youth are afforded several important rights:

1. The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment;
2. The right to attend school in his/her school of origin (if this is requested by the parent and is feasible) or in the school in the attendance area where the family or youth is currently residing;
3. The right to receive transportation to his/her school of origin, if this is requested by the parent;
4. The right to services comparable to those received by housed schoolmates, including transportation and supplemental education services;
5. The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited. Encompass will screen for homelessness as part of the enrollment and registration process and will keep in mind the possibility that a family may qualify as homeless, and thus have the enrollment rights stated above, when asking for additional documentation or proof of residency

Encompass will screen for homelessness as part of the enrollment and registration process and will keep in mind the possibility that a family may qualify as homeless, and thus have the enrollment rights stated above, when asking for additional documentation or proof of residency.

Custody/guardianship:
A parent/guardian must have legal custody or guardianship of a student to claim his or her residence as proof of enrollment eligibility. The residence of someone who is not the child's legal guardian cannot be claimed for eligibility purposes, even if a child stays at that residence. In circumstances of joint custody, either guardian's residence can serve as proof of enrollment eligibility

Shared residency:
Parents/guardians of students may reside temporarily or permanently with a family member or other individual. In those circumstances, the parent/guardian will not be able to provide adequate proof of residency documents associated with his/her name. Accordingly, the parent/guardian and the primary resident of the home/apartment will be asked to complete a Shared Residence Affidavit.

Lottery
At the end of the application period, Encompass staff will count all the applications postmarked, both physically and electronically, by 11:59 on the day of the deadline. In the event that Encompass receives more student applications than available seats in a given grade level, offers of enrollment shall be determined through a public, random lottery.

A third party will run the lottery and an independent accountant/attorney shall inspect the results and certify that the lottery was conducted in accordance with state enrollment policies outlined in T.C.A. §49-13-113(d).

Priority groups:
Per TN § 49-13-113, Encompass may afford enrollment preference to certain groups of students. Encompass defines its enrollment priority groups, in order of preference, as follows:

Group Name		**Description**
1	Economically Disadvantaged Students	"Students who are economically disadvantaged as provided in subdivision (d)(5), if the enrollment preference is used by the public charter school;" Tenn. Code § 49-13-113

2	Siblings	Applies to students who have a sibling currently enrolled at Encompass · Subject to the definition of “sibling” included below · Note: Siblings who participate in the same lottery for the same grade (e.g. twins) shall be considered as a group. Provided capacity permits, if one sibling is chosen in the lottery, then all other siblings will automatically be offered enrollment as well.
3	Children of staff	Public charter school may give an enrollment preference to children of the public charter school's employees or to the children of a member of the public charter school's governing body, not to exceed ten percent (10%) of the public charter school's total enrollment or twenty-five (25) students, whichever is less. Tenn. Code § 49-13-113
4	All other students	Any other eligible student who does not fall into one of the categories identified above

Relevant definitions:
Children: Sons or daughters of an employee or board member. Grandchildren, nieces, and nephews do not receive the children of employees and board members enrollment preference.

Sibling: Children who share a common biological or legal guardian as opposed to children who live in the same household but do not share a common parent. Encompass reserves the right to require proof of sibling status.

Lottery process:
Encompass Community school will employ its Student Assignment System (SAS) software for its enrollment lottery. The SAS system processes student records in the following manner:

1. The system sorts students, by grade level, into their associated priority groups
2. After all students have been placed into a priority group, the system then randomizes the ranking of students within each group
3. Students in a given grade level are then processed, one by one, in order of their priority group and ranking within that priority group.
4. If an opening exists, the student will receive an enrollment offer.
5. The system then repeats these steps for the next priority group and grade level.

Waitlist:

Openings may not exist for all students processed during the lottery. If an opening does not exist at the time that the student's record is processed, the student will automatically be waitlisted. The order in which a student is randomly processed in the lottery determines the order of that student on the waitlist. Applications received after the deadline will be added to the end of the waitlist. Late applications will be placed in the order in which they were received starting with the position immediately after the last student application processed in the lottery.

Milestone	**Date**	**Description**
Applications open	October 1, 2024	Encompass website with application attachment launched
Final capacity determination	February 27, 2025	Encompass staff will finalize the number of seats available and the associated number of students who will be offered enrollment
Applications due	February 28, 2025	This deadline represents when a student's application must be postmarked (mail) or sent (electronically)
Lottery (if necessary)	March 1, 2025	Conducted in advance under legal supervision. Results will be announced to families at the Martin Center and all families will also be notified by email and mail.
Family notification	March 3, 2025	Families are notified
Intent to Enroll Decisions	TBD (as determined by MNPS)	Families selected in the initial student enrollment lottery must notify Encompass in writing of intent to enroll
No additional offers	September 6, 2025 Following this date, Encompass will no longer 'backfill' seats off of its waitlist	Following this date, Encompass will no longer 'backfill' seats off of its waitlist

Mid-year transfers and withdrawal: Families who elect to withdraw their student from Encompass or transfer to another school mid-year will be required to sign the MNPS withdrawal form acknowledging that they are forfeiting their seat at Encompass and may not be able to apply again until the following academic year.

Attachment G: Letters of Support

May 23, 2024

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

RE: Metro Nashville charter school application

On behalf of GT3 Group, I am writing in strong support of Encompass Community School, a grades K-8 charter school being founded by Meg Garry.

GT3 has the pleasure of working with and supporting high-quality charter organizations like Encompass, through back-office services as well as strategic consulting, including startup and growth initiatives.

In that capacity, I have had the opportunity to work with Ms. Garry, and have witnessed firsthand her leadership capacity and her dedication and diligence in designing a high performing organization that will produce strong academic results for students. GT3 has worked alongside Encompass in developing a well thought-out, responsible budget that will enable the organization to successfully implement its mission and programming and that will create long-term sustainability for the school.

I appreciate your efforts in creating an environment that has produced a high-quality charter sector in Nashville. It is my belief that Encompass Community School will be a critical long-term partner for MNPS in serving the Nashville community and in establishing an environment of high expectations across the district.

Thank you for your consideration of Encompass' application. Please do not hesitate to contact me if you have any questions or if I may be of assistance.

Sincerely,

Greg Thompson
CEO
GT3 Group

January 30, 2024

To Whom it May Concern,

I am writing to express my support for the opening of Encompass Community School. In the 2022-2023 school year, my first grader participated in the mastery-based learning pilot led by Megan Garry and experienced firsthand the impact of this approach has on student learning.

Encompass Community School's use of a responsive school that model uses mastery-based learning and whole-child development as the core model has the potential to have a big impact on student growth and achievement. This would be the first public school in Nashville to use mastery-based learning across a student's day and I have seen the growth that is possible. In the math pilot program, my student grew to 2.10 grade levels in math fluency in just 4.50 months. Before this, his math growth was limited and he was below grade level.

I believe that all students should have the opportunity to attend a school like Encompass and feel the use of mastery-based learning will allow all students to reach their potential. If given the opportunity, I would enroll my students at Encompass Community School.

Sincerely,
Jeanine Black

To Whom it May Concern,

I am writing to express my strong support for Encompass Community School, a school that promises to bring positive change to our community in North Nashville. As a resident of North Nashville and long-time educator, I believe that the establishment of this community school will be a valuable addition to our local educational landscape, providing students in our community with a unique and enriching learning experience. I hope that Encompass will be an option for my child in the future because of their content-mastery model and whole-child approach.

Encompass' proposal is impressive in its vision to create an innovative learning environment and uses mastery-based learning to ensure all students can reach their full potential. The idea that each student's education can be tailored to their individual needs ensures that every student has the chance to reach their full potential, nurturing their unique talents and interests while preparing them for the challenges of the future. As of now, a majority of our schools within the community are priority schools or have low achievement rates. The opening of Encompass would increase quality options for families and give surrounding schools the chance to partner and also use mastery-based learning.

Moreover, I appreciate the school's emphasis on community involvement. By involving parents, local businesses, and community leaders, Encompass aims to create a network of support and resources that will benefit both the students and the broader community. Encompass plans to partner with local organizations to bring services to support the whole family, such as access to a food pantry, personal hygiene products, workforce development and more.

Thank you for considering my endorsement of Encompass Community School. I believe that having choices in education is important and having evidence-based options within our community is essential. I anticipate that this school will have a positive and meaningful impact within our community, both as a result of increasing options for families and because of the goal to partner with local schools in order to facilitate a shift towards mastery-based education. In short, I believe the success of Encompass Community School will mean success for the North Nashville community as a whole. I urge you to support this initiative and am willing to offer my support, whether through volunteering or other means, to help ensure its success.

Sincerely,

Kristin Paine



January 23, 2024

Pamela Jones APRN, FNP-B
Nashville TN, 37218

To Whom it May Concern,

I am writing to express my enthusiastic support for the establishment of a mastery-based school in our community, Encompass Community School. I believe that a mastery-based approach offers a promising way to empower our students to reach their full potential. Mastery-based learning emphasizes a student-centered, personalized approach that allows each student to progress at their own pace, ensuring they have a deep understanding of the material before moving on to the next concept.

This method not only fosters a deeper and more lasting comprehension of the subject matter but also promotes a sense of confidence and accomplishment among students. I firmly believe that a mastery-based school will not only benefit our students but also our community as a whole. It can help bridge achievement gaps, provide a more inclusive and equitable learning environment, and prepare our youth for success in the ever-changing world.

Thank you for your dedication to improving our education system, and I look forward to seeing the positive changes that a mastery-based school can bring to our community. I will continue to support Encompass by telling other families, attending events, giving input and feedback. As a parent, I also plan to enroll my daughter in 2025 as a Kindergartener.

Sincerely,

Pamela Jones APRN, FNP-B

Jazmin R. Barney
Metro Parks, Hartman Park Regional Center
2801 Tucker Road, 37218
January 29, 2024

To Whom It May Concern,

I am writing this letter to express my strong support for the opening of **Encompass Community School**. I do believe and have seen firsthand their dedication to the youth within the community and their commitment to making sure every child is served with all the supplies they need to become successful. We have seen this school go above and beyond to make sure every family is served and make sure they are well taken care of. We are beyond excited about the opening of Encompass Community School.

It is the mission of Metro Parks and Recreation to sustainably and equitable provide everyone in Nashville with an inviting network of parks and greenways that offer health, wellness, and quality of life through recreation, conservation, and community. As far as Hartman Park Regional Center we are in the North Nashville area and serve those in the community by offering a variety of programs and events for toddlers to seniors and everybody in between. Encompass Community School has offered an abundant amount of help to us and anything that regards helping the North Nashville community and their families.

I have had the pleasure of meeting and working with the lead founder, Megan Garry. Ms. Garry has made it a priority to always offer her help by volunteering as a vendor at different events we have hosted, sending out volunteers, if need be, and helping pass out information to families. I confidently believe that Ms. Garry's commitment to the community and the North Nashville families will result in a better relationship and will help merge them together. We cannot wait for the opening of Encompass Community School.

Sincerely,

Jazmin R. Barney

Jazmin R. Barney
Program Coordinator
Metro Parks, Hartman Reginal Center

Virginia Griswold
Buchanan Arts
1409 Buchanan Street
Nashville, TN 37208

January 26, 2024
To Whom It May Concern,

I support the opening of Encompass Community School in our North Nashville neighborhood. As an arts educator and administrator working with Nashville's children, I firmly believe this school has enormous potential to provide transformational educational experiences for students, families, and the community. We are looking forward to witnessing the many ways that the Encompass Community School will enhance educational opportunities through the use of research, evidence-based practices, and collecting community input. It is clear that their work on a year-long pilot program utilizing the mastery-based learning model has been fruitful.

The organization that I work for, Buchanan Arts, has a mission to promote access to meaningful visual art experiences in Nashville through afterschool arts programming and youth summer camps. Like the Encompass Community School, we are primarily focused on serving the students of North Nashville. Visual arts education is often overlooked as an important source of specialized instruction, one that can be tailored to cultivate individual perspectives, voices, and personal identities. The mastery-based learning model utilized by Encompass Community School shares a similar focus and has the potential to address many of the challenges that the traditional educational system encounters in terms of student outcomes.

I have met with Megan Garry, the lead founder of the Encompass Community School, and we are excited to explore future partnerships. We have discussed the possibility of a collaboration through visual arts enrichment programming during and after school. Most importantly, we are ready to implement that programming partnership when the time comes. To that end, I wholeheartedly support the opening of Encompass Community School and look forward to future partnerships.



Virginia Griswold
Executive Director
Buchanan A

Blessed Babies Learning Academy
2729 Whites Creek Pike Nashville, TN 37207

To whom it may concern:

Blessed Babies Learning Academy is excited to support and welcome Encompass Community School to the North Nashville community! As a Nashville native who graduated from our public school system and current owner of a preschool, I have seen firsthand how limited resources and low school performance impact our children and the neighborhoods in which they live. Encompass Community School's mission to collaborate with community organizations for wraparound services and their commitment to mastery based learning demonstrates a holistic approach to students' well-being and overall success. Encompass will be a beacon of educational innovation in our area ensuring that students grasp each concept thoroughly before moving forward. This new model is a refreshing departure from the conventional one size-fits-all approach we find in most schools nationwide including here in Nashville.

What particularly resonates with me is the emphasis on culturally responsive teaching and the identity affirming curriculum, reflecting a commitment to diversity and inclusion. Our preschool is located within the North Nashville community and the diversity amongst our students in this area continues to grow. By incorporating culturally responsive teaching and an identity-affirming curriculum, Encompass ensures students from diverse backgrounds see themselves represented in their education. This will continue to foster a sense of belonging and empowerment within our community. The school's innovative and inclusive approach to education has the potential to be a catalyst for great positive change.

One of our main goals as a preschool is to ensure our students are prepared as they head to Kindergarten, but also that we have extraordinary feeder schools and options in place for our parents to make an informed decision on how to continue their student’s education. Encompass Community School’s holistic support not only enhances student’s educational experience, but also contributes to the overall well-being and resilience of the community. We are more than excited to be able to inform parents that they have the opportunity to attend this school less than 10 minutes from us! The school’s collaborative spirit and dedication to replicating its successful model will create a ripple effect, inspiring other institutions to adopt similar approaches and ultimately elevating the educational landscape in North Nashville.

Sincerely,
Diesheka Bowers
Owner & Director Blessed Babies Learning Academy

Y·E·S
YOUTH ENCOURAGEMENT SERVICES

To Whom It May Concern:

I serve as the Executive Director of Youth Encouragement Services (YES). For the past 68 years, YES has offered a safe place for Nashville's children to belong. We serve nearly 150 (K-12th grade) students who reside in some of the city's historically underinvested, low-income communities. More than 9 in 10 of our students are minorities from economically disadvantaged households. Our programs encourage children to reach their full potential spiritually, academically, socially, and physically through daily programming in a faith-based community.

Nashville wants a society where every child has the opportunity to hope, dream, and thrive. We know that when students see a different future, they become leaders who break cycles of injustice that are all around them. Far too often, families' socio-economic challenges derail their child's academic trajectory and their future quality of life. Therefore, I am writing to express my support for the charter school application for Encompass Community School (Encompass). Encompass understands that scholars' academic and personal success are inherently interdependent, and it will provide an educational choice to families that focuses on ensuring students are successful in both areas.

As a resident of Northeast Davidson County and the mother of a third grade Metro Nashville Public Schools student, I can confidently state that this institution will be an asset to our city. I support the approval of Encompass Community School to serve students in our district. I value the mission and approach of Encompass, and I would be pleased to see this school of choice in the community.

Thank you for your consideration of this application.

Respectfully submitted,



Viva Price
Executive Director
Youth Encouragement Services

SERVING NASHVILLE'S INNER-CITY CHILDREN FOR 65 YEARS!
3016 Nolensville Pike – Nashville, TN 37211 – (615) 315-5333 – fax (615) 315-5344
www.youthencouragement.org

JEFFERSON
BRIDGE
CAPITAL

Joshua Ireland
Jefferson Bridge Capital
3322 West End Ave, Suite 110
Nashville, TN 37203

To Whom it May Concern,

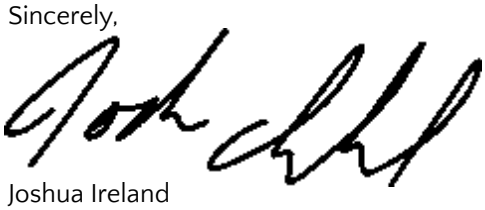
We could not be more excited to advocate for Encompass Community School. Almost a decade ago, my wife and I purchased our first home which was located in the Bordeaux neighborhood of North Nashville. In the years that followed, our family grew- not only through the addition of 4 children, but also as our neighbors became friends, and those friends became family. We navigated life with this extended family and marveled at the creativity and intellect that blossomed amongst our little ones. Over that period we also experienced the challenges that face a community with constrained resources, and how limited educational options can burden entire communities and blunt the very creativity and intellect that we work tirelessly to nurture in our children. As a passionate advocate for education equity, I firmly believe that this proposed school has the potential to make a transformative impact in North Nashville.

The need for high-quality educational opportunities in underprivileged neighborhoods cannot be overstated. Encompass Community School has articulated a compelling vision that aligns with the unique challenges and aspirations of our community. The commitment to providing a rigorous academic curriculum, fostering a nurturing learning environment, and promoting community engagement resonates deeply with both the mission of Jefferson Bridge Capital as well as my values.

I firmly believe that Encompass has the potential to serve as a beacon of hope and empowerment for the children of North Nashville. By providing a high-quality education in a supportive and inclusive environment, the school can contribute significantly to breaking the cycle of poverty and fostering a brighter future for our families. In the hands of Megan Garry, I believe this vision can be realized.

To that end, Jefferson Bridge Capital is excited to support Encompass Community School as it educates and serves our community. We are prepared to provide financial advisory support and network development in addition to being a regular corporate donor. Our firm is specifically designed to partner with growing nonprofits, and we have seen first-hand the positive compounding effect that takes place when a marriage of exceptional leadership and community alignment is supported by a cohort of committed advocates.

Sincerely,



Joshua Ireland
Chief Executive Officer
Jefferson Bridge Capital

January 20, 2024

To Whom It May Concern,

I am writing to express Level Field Partners' ("Level Field" or "LFP") support for Encompass Community School's ("Encompass") charter application to launch in Nashville, TN.

Level Field's mission is to enable cost-effective access to first-class facilities for high-quality public charter schools. Our team has more than 80 years of experience helping charter schools address some of their most pressing real estate and related financing challenges in order to educate more children, enrich learning environments, and strengthen their economic standing. The team has deep internal sector knowledge from having served as charter school financial and operations leaders, in-house real estate developers, and general counsels. We are proud that our structure allows us to combine sophisticated commercial expertise with a mission-driven approach guided only by what's best for the schools we serve.

Our unique approach, depth of expertise, and strong national partnerships have enabled us to work on behalf of leading charter school organizations in 29 states, including fairly extensive projects in Nashville, Memphis and Knoxville. Collectively, the Level Field team has financed and developed 125+ charter school projects representing more than 4.2MM square feet of educational space and totaling more than $1.1B+ in project costs.

We are proud to support Encompass Community School's Executive Director, senior leadership team and Board of Directors in the following ways:

- Supporting the site search and feasibility assessment of prospective expansion locations in Nashville (inclusive of temporary and permanent campuses)
- Reviewing and refining key facility inputs into multi-year financial models • Identifying potential financing sources and engaging in initial outreach efforts • Leading the assemblage of key project team members to refine project schedule and project scope, inclusive of test fits
- Supporting acquisition negotiations on prospective facility options with Encompass's legal counsel and leadership team to result in a clear acquisition timeline

Thank you for the opportunity to express our support for Encompass Community School. Please reach out should you have any questions.

With best regards,

Jimmy Henderson
Partner
Jimmy@levelfieldpartners.com | 770.547.3763

Letter of Support for Encompass Community School

January 26, 2024

To Whom It May Concern,
I'm Jerrayle Clement I live in 37208 zip code and I am writing in support of Encompass Community School. I support Encompass Community School and the use of mastery-based learning. I believe that meeting each child at there specific learning edge is a better adjustment to the individual child learning abilities. I believe that it will provide a avenue that will bridge the gap in between the kids and parents working together to provide the best support for our future kids possibilities.

Thank you,

Jerrayle Clement

dream Streets

To whom it may concern,

I am writing to express my strong support for the proposed Encompass Community school. At Dream Streets, our mission is to provide empowerment and protection in our community. A majority of the communities we serve are located in the urban areas of North and West Nashville. As we think of urban areas, there are other factors that come to mind such as parents striving to make ends meet, food insecurity and poor education.

These are some of the struggles we often see in urban areas. With Dream Streets being in the heart of North Nashville, we are able to assist in providing some of the necessities that our community needs with the exception of one: Education. I strongly believe Encompass Community School can extend the mission to empower and protect our community through their school system.

The education of our kids has a monumental impact on their future, and I firmly believe that this proposed school has the potential to fulfill the educational needs of our children.

Furthermore, we believe that the use of mastery-based learning has the potential to change outcomes for students who have often been left behind by traditional school design across our country, state and city. We are excited about the shift away from the one-size-fits-all approach and the potential impact this can have on the educational landscape within our city.

We have met and connected with the lead founder, Megan Garry, and we believe that her dedication to community engagement and linking arms with families and organizations will have a profound impact on and result in a broader community impact.

We are excited to support Encompass Community School, and strongly believe it upholds the educational expectation and will serve with us in our community.

Sincerely,

TJ Fletcher
Executive Director
Dream Streets
PO Box 92456 Nashville, TN 37209

MAILING ADDRESS
PO BOX 92456
NASHVILLE, TN 37209

WEST LOCATION
615-942-5559
520 39TH AVENUE N.
NASHVILLE, TN 37209

NORTH LOCATION
615-942-5559
2032 25TH AVENUE N.
NASHVILLE, TN 37208

WWW.DREAMSTREETSTN.COM
INFO@DREAMSTREETSTN.COM
@DREAMSTREETSTN

January 21, 2024

To Whom It May Concern,

I am Thomas Driver I have been living in 37209 (Pearl Cohn cluster) for about 8 years! I'm a proud Nashville Native who has navigated many public schools in my school career (Cumberland Elementary School, Alex Green, Tom Joy, Dalewood, Isaac Litton Middle School, Goodlettsville Middle, Apollo, Antioch High school, Maplewood School, Stratford High School ultimately getting my G.E.D. in PineKnot, Kentucky JobCorp.

The more I learn about Mastery-based learning I wonder if these were the answers I was looking for when raising my 2 sons after their Mother was incarcerated, and I became the primary caretaker instead of a weekend Father! I often here whispers inside Nashville's most struggling communities about the extra help 1 child needs, but how there siblings are more advanced, and they feel behavior issue's stem from not being challenged in a particular area.

If there is a school that can help in this way (Whole-Child Development) I honestly think it will revolutionize the way my kids and others in my community start to think about how to view success as something that belongs to All-Americans no matter what color your mother and father happens to be or feeling you have to have a poor mindset, because of the way things look in your environment! I encourage you to vote yes for the opening of Encompass Community School.

Sincerely,



Thomas Driver (Jan 21, 2024 20:54 CST)

Thomas Driver

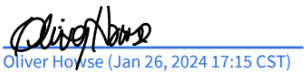
Letter of Support

January 26, 2024

To Whom It May Concern,

I support the opening of Encompass Community School. My name is Oliver Howse I am a Nashville,TN native. I've lived in the 37207 community for 35 years , and counting and the Encompass Community School would be a excellent blessing to our community and super receptive to our younger children that's seeking a difference! We currently have hurdling unpredictable, poor, or a simplistic curricular that isn't beneficial to our society. Encompass provides mastery based learning and child development programs that are totally needed for a better future of entrepreneurs and presidents. Please vote to open Encompass.

Sincerely,



Oliver Howse

To Whom It May Concern,

As a resident of 37218, I am writing in support of the opening of Encompass Community School. Personalized learning and wraparound support are needed within my community. Having the opportunity to not only be connected to services that my family might need, but also the chance to send my children there to receive personalized learning would benefit me and my family. I hope you vote to open Encompass Community School and believe it will greatly impact my kids and my community.

Thank you,

Aylissa Pritchard (Jan 23, 2024 10:52 CST)

Aylissa Pritchard

NASHVILLE
TEACHER RESIDENCY

Matt Cheek
Nashville Teacher Residency
PO Box 40017 Nashville, TN 37204

To Whom it May Concern,

We are pleased to offer our support for **Encompass Community School.** We are excited about the school's impact on young people and families in Nashville, TN. We particularly support the school's responsive, equitable, and student-centered approach to instruction and their use of evidence-based instructional design to **ensure *all* students** reach their full potential. We believe this aspect of the school will provide learners with the individual support needed to achieve their full potential. The shared vision also left us with the strong impression that this school will be more than a place of learning, as Megan Garry is committed to building strong relationships with families and is deeply committed to being a community pillar.

As a nonprofit organization with a mission to develop and license teachers from diverse backgrounds and experiences who honor the dignity of every student, we must place them at the center of the learning. We were excited to hear that Encompass has chosen to pursue a campus location in North Nashville. Their innovative model, responsive teaching, inclusive curriculum, commitment to a diverse staff, and leadership representative of community and student demographics make a compelling case for why we aim to partner with Encompass Community School.

Since 2016, we have graduated over 160 Residents from our program, and roughly 80% of those graduates remain in the profession in some capacity today. Through partnership with Encompass Community School, we will work to ensure that students have access to diverse, exceptional teachers equipped to stay and be successful in the profession. We look forward to continued conversations about the ways we can support the work of Encompass Community School.

Sincerely,



Matt Cheek
Executive Director
Nashville Teacher Residency

January 29, 2024

To Whom It May Concern,

I am a resident of North Nashville and support the opening of Encompass Community School. I think it would be a great thing to have a new approach for the youth, and new generations. It would help with my grandkids. And kids in general with improving their reading, and writing abilities with mastery based learning. I wish could have my grandkids at a better school TO have a successful Career and life and believe that school is Encompass Community School.

Thank you,
Erica Dennis

11/30/2023

To whom this may concern,

I am writing to you because I choose to have a voice in Nashville about education. I have lived in Nashville all my life, 53 years. I have witnessed many generations of missed opportunities for schools to successfully support my community in education. Now that I have 5 kids who are 33, 31,16,9,4, I want to show my support.

Nashville needs a school like **Encompass Community School,** a new school that will bring optimism to our community. I believe this will bring hope and positive change to our community in North Nashville. I came across this amazing opportunity through a staff member while they were in my neighborhood. So from my first impression, I was excited that they were out in my community. Currently, out of all the schools (K-12) in my area, which is around 11, I only ever see 1 in my community outside of Encompass. It did not used to be like this.

I believe that having choices in education is important and having proven to be successful options within our community is critical right now. I can say with an authentic heart Encompass will exceed our community's expectations and contribute to the improvement of education in our area. The mastery-based learning environment is a space all kids will thrive. The structure is set up to make sure no kid falls through the cracks. Which is something that I have seen too often.

My journey with school growing up was very fortunate. Once I got to the 7th grade, I was not doing well. My grades started to go down and I was having behavioral problems. My mom had the support of our church to help get me enrolled into a school that was not in my neighborhood. She had to make this decision to change schools because where we lived was a lot of gang activity and crime that carried into my school. My mom believed that the school was failing me. I remember a few years after changing schools, I would see my friends in my neighborhood. I noticed that the books I had vs what they had were different. My friends had books I used 2 years ago! I was learning things years before my neighbors. If it was not for the church, I do not believe my mom would have the resources to look for other options for education for me. That change has had a lifelong impact on how I navigate schools for my own children. I have continued to exercise this choice with all my children’s education.

I know that the establishment of this **school** will be a valuable addition to our local educational landscape. I hope the presence of Encompass encourages other schools to think about every child so no one falls through the cracks.

Thank you for your time and consideration,

Horace Ridley



Dr. Kemi Elufiede
Carnegie Writers
1906 Glen Echo Road, Suite 150026
Nashville, TN 37217

To Whom It May Concern,

As the founder of Carnegie Writers, I enthusiastically support the establishment of Encompass Community School, appreciating its commitment to a responsive, equitable, and student-centered approach. We are particularly thrilled with the proposed mastery-based learning model, recognizing its absence in the district.

To support the school's unique model, we are interested in offering the Carnegie Kids Club (CKC) for K-5 and the Teen Author Workshop (TAW) for 6-8. CKC is designed to enhance literacy skills in young learners through activities such as reading, writing, and creative endeavors. TAW offers a diverse exploration of literary activities, encompassing poetry, article writing, short stories, and playwriting, with the aim of fostering a love for language and expression.

Both programs share a common focus on enhancing literacy skills and providing a platform for students to showcase their achievements through the creation of anthologies and participation in public readings. Sessions for CKC and TAW are led by trained facilitators, ensuring a guided and supportive learning environment for all participants. Our after-school programs are free of charge and include transportation and snacks for the participating students.

We plan to serve 20 students in each program, CKC and TAW. This program aligns with Encompass's mission of diverse family services. We believe these after-school programs will enhance Encompass Community School's academic environment, fostering creativity and literacy skills among students.

Sincerely,

Kemi Elufiede
Dr. Kemi Elufiede

Meco Polk
Nashville, TN 37207

To whom it may concern,

I am writing to express my enthusiastic support for the opening of Encompass Community School in Nashville, TN. As a member of the community who values education and believes in the power of innovative approaches to learning, I find Encompass Community School's vision and mission compelling.

Encompass Community School's commitment to leveraging a mastery-based, student-centric approach is commendable. This approach ensures that each student receives personalized attention and is empowered to thrive both academically and personally. Recognizing the unique needs of each learner is a crucial aspect of fostering a positive and effective educational environment.

I am particularly impressed by Encompass Community School's dedication to fostering a strong sense of community through partnerships with local organizations. The emphasis on providing wraparound support for students, families, and community members demonstrates a holistic approach to education that goes beyond traditional classroom boundaries. This collaborative effort is essential in creating a supportive ecosystem that nurtures the overall well-being of individuals.

As a proposed K-8 public community school, Encompass Community School holds great promise for enhancing educational opportunities in Nashville. The focus on serving students from kindergarten through eighth grade reflects a commitment to providing a comprehensive and continuous educational experience. This is a vital contribution to the educational landscape of our community.

In conclusion, I wholeheartedly support the establishment of Encompass Community School and believe that its innovative and community-oriented approach will greatly benefit Nashville's educational system. I am confident that the school's dedication to academic excellence, personalized learning, and community engagement will make a positive impact on the lives of students and families.

Thank you for considering my endorsement of Encompass Community School. I look forward to witnessing the positive contributions it will undoubtedly make to our community.

Sincerely,



LETTER OF SUPPORT



Shaleshia Vaughn
Youth Journeyz
970 Madison Sq., 37115

To Whom it May Concern,

We are pleased to offer our support for **Encompass Community School**. We are excited about the school's impact on young people and families in Nashville, TN. We particularly support the school's responsive, equitable, and student-centered approach to instruction and their use of evidence-based instructional design to **ensure *all* students** reach their full potential. We believe this aspect of the school will provide learners with the individual support needed to achieve their full potential. The shared vision also left us with the strong impression that this school will be more than a place of learning, as Megan Garry is committed to building strong relationships with families and is deeply committed to being a community pillar.

As a nonprofit organization built to empower students and support the Metropolitan Teachers, Youth Journeyz is appreciative of Encompass Community School's approach to instructional design. Youth Journeyz proudly creates student-centered learning and development centered environments to support youth. Through partnerships with schools and districts, Youth Journeyz equips students with voices and the tools needed to become a better version of themselves and great future leaders.

To that end, Youth Journeyz will partner with Encompass Community School by providing our services and support to educators.

For example, our Before-Aftercare Program empowers students with an understanding and knowledge of stressful and traumatic experiences, distractions and triggers.

Our program helps youth build resilience and knowledge needed to overcome barriers, such as Adverse Childhood Experiences.

This will allow Encompass Community School to reach more students, serve/support families beyond the classroom and school hours.

Youth Journeyz is committed to ensuring EVERY student is appropriately supported. We see Encompass Community School as an organization that would advance our mission and serve its learners effectively.

Sincerely,

Shaleshia Vaughn
Executive Director

Youth Journeyz

Prospect Academy
BELIEVE IN WHAT'S POSSIBLE.

November 1, 2023

To whom it may concern:

Please accept this letter with my highest level of support and recommendation for Encompass Community School. Encompass Community School leverages the most powerful educational methods currently available to understand and positively impact learning, and the metro Nashville community, especially the students and families of North Nashville, will benefit tremendously from this school model. I can say this with confidence because Encompass's model is very similar to our school model at Prospect Academy. We are a charter school serving grades 5-8, and are the first school of our kind in the state of Colorado.

In our first year of operations (2022-2023 school year), our students (demographics: 75% in special education, 50% students of color, and 30% free and reduced lunch students) were tested using the Woodcock-Johnson Tests of Academic Achievement (WJ-IV) to measure pre and post-year results, and their gains were tremendous. In reading, students made, on average, grade level gains between 1.58 and 2.4 grade levels from the beginning of the year to the end of the year, and 67% of students who had completed beginning of year and end of year testing advanced at least 1.5 grade levels or more in at least 1 area of reading. In math, students made, on average, gains between 1.04 and 1.67 grade levels from the beginning of the year to the end of the year and 54% of students who had completed the beginning of the year and end of year testing advanced at least 1.5 grade levels or more in at least 1 area of math. In writing skills, students made, on average, gains between 2.85 and 4.19 grade levels from the beginning of the year to the end of the year and 62.5% of students who had completed beginning of the year and end of year testing advanced at least 1.5 grade levels or more in at least 1 area of writing. Students made more growth than they ever had in previous years, prior to

Prospect Academy
BELIEVE IN WHAT'S POSSIBLE.

attending Prospect. Additionally, the power of the model is shown when even a first-year charter school can boast about results such as ours in year 1.

Megan Garry, the mastermind behind Encompass Community School, has spent extensive time at Prospect and other schools around the country who use this research-based, effective model for education. She has visited twice, including her most recent visit at the beginning of our second school year. She was present for our staff professional development, as well as the first 2 weeks of school. Seeing Meg in action - jumping in to help us and provide support, working with students, and doing just about anything that she saw needed to be done - clearly displayed her dedication to this work and her perseverance for launching Encompass to provide this unique educational model and individualized support for learners in the Nashville metro area.

By approving the charter application of Encompass Community School, you are sending a clear message to your community that you value innovation and effective education for all learners and you support choices for some of the most vulnerable learners in North Nashville and beyond. Additionally, you see that the need for Encompass is urgent. More time and energy must be dedicated towards programming that we know works - backed by both quality research and results from other schools doing the same thing.

In solidarity for educational excellence,

Mia Coffing

Mia Coffing, M.Ed. BCBA
Founder and Executive Director
Prospect Academy of Colorado

Nashville, TN 37208

To Whom It May Concern,
My name is Tina Thompson, and I am writing in support of the opening of Encompass Community School. I am a resident 37208, and have been a resident of the community for 7 years now.

The education and academic support offered through mastery-based learning and a personalized approach is exactly what the community needs because we all need different types of help and support and move at different paces. I believe that more school options within the neighborhood are needed to allow parents and families to make the right choice for their kids without worrying about transportation. I plan to enroll my children (3 years and 6 years old) in Encompass Community School. Encompass Community School's model will have a big impact on the community by providing support to not just students but to families based on their specific needs. Please vote for the opening of Encompass Community School.

Thank you,

Tina Thompson

ROYAL TABLE INC
1718 Church Street, 330434
Nashville, Tennessee 37203

To Whom It May Concern

November 12, 2023

We are pleased to offer our support for Encompass Community School in Nashville, Tennessee. Learning about the school's impact on the youth and their families is very impressive. We particularly support the school's responsive, equitable, and student-centered approach to instruction and their use of evidence-based instructional design which will allow students to achieve their potential to foster higher achievements.

We believe this aspect of the school will provide learners with the individual support needed to achieve their full potential. The shared vision explained to us by Megan Garry left a strong impression that Encompass Community School will be more than a place of learning and proves her dedication to being a community pillar building strong relationships with surrounding families.

As a nonprofit organization that partners with MNPS, Royal Table Inc is appreciative of Encompass Community School's approach to instructional design. Royal Table Inc offers Hands-on STEAM projects and Financial Literacy Programs to all students and focuses on undeserved students to ensure all students received the opportunity to learn more on STEAM, Youth Development, Entrepreneurship and more. Royal Table Inc will partner with Encompass Community School by providing training and support to students. For example, our Hands-On STEAM Program empowers students with an instructional model that allows them to build creative thinking increase interests in Arts and develop leadership skills. This approach will allow Encompass Community School to realize its vision of differentiated learning pathways, learner agency, and wellness for students.

Royal Table Inc is committed to ensuring all students are appropriately challenged and supported. We see Encompass Community School as an organization that would advance our mission and serve its learners effectively.

Sincerely,

Flarrie K Mahamed

Flarrie K Mahamed
Founder/Director of Community Partnerships

preston TAYLOR MINISTRIES

Dwight Johnson
Preston Taylor Ministries
PO Box 90442
Nashville, TN 37209

To Whom It May Concern,

We are grateful to offer support for Encompass Community School. We are excited about the potential for impact on at-risk youth in North Nashville, one of the most underserved communities both in Nashville and in the country. We are specifically interested in seeing practical and culturally responsive teaching, identity-affirming curriculum, and strong representation of student demographics in teaching and leadership staff. In addition, we also support Encompass because of mastery-based learning. PTM believes that every student has been created uniquely, meaning that learning and processing will not look the same for every child. We celebrate that Encompass recognizes this and wishes to align learning to this end. Lastly, it is highly studied and supported that learning is an entire experience. It is hard to teach a student that is hungry or is at risk of homelessness. Encompass' mission to partner with community organizations like PTM to provide wrap-around services is essential to classroom success.

As an after-school organization serving North Nashville, PTM continues to see the difficulties and challenges that students and families face, adding hurdles to learning that, without prevention, can prove detrimental to learning and development for our kids. It has been documented that 37208 has had some of the highest crime rates both in the state and in the country. One of the most impactful ways to combat this statistic is to ensure equitable access to education. I believe the mission of Encompass will ensure this.

With that, Preston Taylor Ministries looks forward to partnering with Encompass Community School by offering resources and opportunities for enrolled students to have an after-school space where learning and growth can continue and is aligned with vision and purpose. It is our purpose and hope to collaborate with schools in our service areas to best support and empower children and youth to discover their God-inspired dreams through journeying to discover the gifts placed in every child.

Preston Taylor Ministries is committed to ensuring students have safe spaces to learn and grow and we look forward to building a lasting relationship with Encompass to advance our youth into their spaces of calling.

Sincerely,



Dwight Johnson
Executive Director
Preston Taylor Ministries

Morningsside Academy
1605 17th Ave – Seattle, Washington 98122

Andrew Kieta
Executive Director
Morningside Academy
1605 17th Ave., Seattle, WA 98122

December 13, 2023

To Whom it May Concern,

Morningside Academy is pleased to offer our support for Encompass Community School. This school offers a unique and important educational service not otherwise provided to families and students in Nashville, TN. Specifically, Encompass's focus on mastery-based instruction and the development of fluent basic skills is critical in ensuring that all students develop the core academic repertoires necessary to not only access more complex learning, but to thrive. Too many students never develop this broad range of fluency and fall through the cracks of the education system. Megan Garry is committed to using evidence and research-based curricula and practices to make sure that everyone is given the individual support they need.

Morningside Academy is a non-profit laboratory and demonstration school for struggling learners in Seattle, WA. We evaluate evidence and research-based approaches to education and when we find what works, we partner with schools across North America and Europe to bring those practices to their learners. Students at Morningside are guaranteed two years growth in their area of greatest need each year or their tuition is returned. Over the past 43 years, we've returned less than 1% of tuition. Morningside has partnered with over 150 schools to bring those same outcomes to tens of thousands of learners.

To that end, Morningside will partner with Encompass Community School to provide training and support to teachers regarding best practices in assessment, curriculum, instruction, fluency, and application of learning to real-world situations. Most importantly, we'll provide ongoing, in-classroom coaching to make sure that teachers have consistent feedback as they implement meaningful instructional practices in their classrooms.

Morningside Academy believes that every student deserves equitable instruction. We feel strongly that Encompass Community School shares our vision and will masterfully serve their very deserving students.

Sincerely,

Andrew Kieta
Executive Director
Morningside Academy

(206) 709-9500 phone | (206) 709-4611 fax | info@morningsideacademy.org | www.morningsideacademy.org

NEW COVENANT
CHRISTIAN CHURCH
(DISCIPLES OF CHRIST)

2201 Osage Street, Nashville TN 37208
(615) 320-1590 office phone
(615) 320-3103 office fax
www.newcovenantnashville.org
newcovenantnashville@gmail.com

Rev. Tara Faith Williams, Senior Pastor

January 16, 2024

To Whom It May Concern,

We are pleased to write this letter of support for Encompass Community School (ECS), a responsive school model that leverages mastery-based learning and whole-child development as the core model. What excites us most is the potential impact this model will have on the students and families in Nashville, TN, more specifically North Nashville. As a community of faith, we are dedicated to the education and well-being of everyone in our community, particularly our children. We believe that the mastery-based approach which prioritizes the individual student's learning needs over rigid time constraints is an approach that will allow students to not only succeed but also thrive.

Students need supportive environments and small group instruction to maximize their potential. We find this to be a core part of ECS's model and believe the use of research and evidence-based practices will propel the school to reach its mission and vision. We met with the lead founder, Megan Garry as she volunteered with us after the 2020 tornado that ripped through North Nashville. She joined us as we opened a disaster relief center to provide hot meals, cleaning supplies, tarps, and more to the residents who were impacted. She is indeed committed to building strong relationships and partnerships and we have witnessed it firsthand as she returned to help us with our annual CommUnity Day event. We also met with her and heard her desire to build an educational experience tailored to the individual student's strengths and growth areas while also making family engagement a cornerstone of the community.

New Covenant Christian Church (Disciples of Christ) is located in North Nashville on the corner of 22nd and Osage. We are part of a movement for wholeness in a fragmented world and believe that all of us are living into the fullness and promise of God. We plan to partner with and support ECS's endeavors through community engagement, volunteering, input/feedback and making referrals when appropriate.

Please consider this letter as our full show of support for Encompass Community School. We recognize the many ways ECS aligns with our mission and vision and the significant impact they will have on our community.

Please feel free to reach out to me should you have any questions at all. Thank you for your time and consideration!

Sincerely,

Tara F Williams

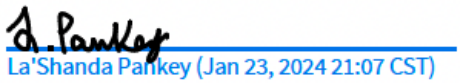
Rev. Tara Faith Williams, M.Div.
Senior Pastor

January 23, 2024

To Whom It May Concern,

My name is La'Shanda Pankey. I live in the 37209 area of Nashville I'm writing this letter to express my support of opening Encompass Community School. I'm in support of this school opening for the following reasons: Encompass Community School will be an innovative school model that moves away from a one size fits all approach. Encompass Community School will partner with other organizations to provide wrap around services. I support that Encompass Community School wants to support the whole child through cultural responsive teaching social - emotional development and cognitive growth. I think Encompass Community School will provide needed support that is very much needed in this area. I am willing to support Encompass Community School by enrolling my children, telling other parents about this school and volunteering when I can. I am asking that you vote to open Encompass Community School.

Sincerely,



La'Shanda Pankey

Andrew J. Bulla, Ph.D., BCBA
Georgia Southern University – Armstrong
Morningside Teacher's Academy
11935 Abercorn St, Savannah, GA 31419

To Whom it May Concern,

It is my distinct honor to write a letter of support for Encompass Community School. As a behavior educator, I have a passion for disseminating effective educational practices to help remove the barriers to learning for all learners, so that we open more doors for their success inside and outside of the classroom. Encompass Community School has an educational plan deeply rooted in educational methods that researchers have empirically and experimentally evaluated since the 1960s. In that regard, they will employ cutting edge educational methods that focus on mastery-based learning to ensure all learners firmly grasp the content prior to moving on to new content. Why does this matter? In our current educational systems, children can move through their coursework without mastery the content fluently, leaving many learning with gaps in their learning. The impact of this type of instruction leaves many learners unable to read and access educational materials beyond third grade, as a shift occurs during fourth grade where learners must have the skills to read to learn, rather than learn how to read. I am firmly confident in Ms. Megan Garry's ability to bring this vision to life, as she has the educational and practical experience in these types of methodologies. With a masters' degree from Vanderbilt, coupled with her experience at Morningside Teachers' Academy, I have no doubt that Ms. Garry can create a model school that many educators will come to further disseminate her efforts of this project.

The Morningside Model of Generative Instruction (MMGI) represents the primary educational technology Ms. Garry seeks to employ. As a consultant of this model, we have used these methods to help change the educational and social trajectories of thousands of learners. While Morningside Academy boasts a minimum of two academic grade levels growth with one year of instruction, we have successfully replicated these results at numerous partner sites, with average growths during the first year ranging from 1.5 to 2 years growth. I cannot emphasize enough the impact that these results will have on the community. Programs designed to promote one year's worth of academic gains with one year instruction is not sufficient to help these learners catch up and get ahead. The data are clear that if students do not learn how to read by third grade, then they are at a higher risk for multiple hardships including, but not limited to, academic failure, incarceration, drug use and abuse, as well as tobacco use. Education, in a way, can represent a type of socio-education immunization against these sorts of outcomes. A school that meets these needs in any underrepresented community provides hope and support to learners from all backgrounds and ability levels.

I am excited to support and partner with Encompass Community School as a Morningside Teacher's Academy consultant to help oversee and support the implementation of MMGI. Having coached Ms. Garry in these methods already, I am confident that she is the perfect person to spearhead a school of this kind in the community.

If you have any questions, please feel free to reach out to me. I am happy and excited to see this proposed school move forward.
Sincerely,



Andrew J. Bulla, Ph.D., BCBA
Associate Professor
Program Coordinator for Behavior Analysis Programs
Department of Psychology
Georgia Southern University – Armstrong

Encompass Community School
Nashville, TN.

To Whom It May Concern:

I am writing to show my support for opening an Encompass Community School in Nashville, Tennessee, specifically in the 37218 zip-code. I believe this will be a great fit for 37218, an urban area of Nashville. Growing up in the 37218 area I understand the need to provide high quality, evidence -based learning opportunities to the children and families of 37218. For over 20 years, I have worked closely with State/ Community Leaders, Educators, and Youth Organizations that has afforded me the opportunity to be a mentor for youth throughout Nashville.

As a child, I grew up loving the game of football and had the opportunity to play high school football, however I managed to maintain good grades that led to more football opportunities at the college level with University of Arkansas. Now, as a youth football coach, I am a firm believer that, "Education is a must, football is a hobby." Although football may lead you places, education provides you the opportunity to stay and succeed. Education, just like football can be taught at various levels, but one must be willing to meet that child at their "individual" level to help a child learn the required skills. This includes addressing the needs of the child and family. Encompass Community Schools model this approach of providing holistic support to children and families within the community.

In closing, opening an Encompass Community School in the 37218 area of Nashville, Tennessee will be a life changing opportunity. This will provide children with educational support to perform at or above grade level and wraparound services and resources to families. I am confident that Encompass Community School will make a significant impact on the lives of those in the 37218 area of Nashville. Their dedication, passion, and expertise to helping students thrive by involving the parents and community will create an everlasting change for the better of children and families.

Thank you for considering my support. If you have any questions or requests, please do not hesitate to contact me.

Sincerely,

Thomas Driver, Sr.

city fund

January 16, 2024

To Whom It May Concern:

Since 2016, the City Fund board of directors has approved over $10M in grants to support public education efforts in Nashville. A portion of that budget is allocated towards creating high-performing public charter schools. **Upon authorization, we are prepared to provide financial support to the Encompass Community School team as they work to create a new public school model for the Nashville community.** Encompass will employ a mastery-based learning model that allows for flexible groupings across grade levels, a student-centric approach that will ensure all students thrive academically and personally. This is the type of innovative school model our community needs.

We are confident in Encompass Community School's academic and financial leadership capacity to launch a high-quality option for kids and families in Nashville, and we respectfully encourage you to authorize the school.

Sincerely,



Chris Barbic
Partner
City Fund

January 23, 2024

Nashville, TN 37208

To Whom It May Concern,

My name is Tanya Owens and I am reside of 37208 and have been a resident of the community for 5 years. I support the opening of Encompass Community School.

I have had a difficult time navigating good school options within the community and fully support the opening of Encompass Community School, to give me and children a different choice. I am interested in a school option that gives my kids more support and believe that Encompass and their offering of mastery-based learning and personalized learning will help give me and my children that option. I believe that the community school model of Encompass will also help the community and provide resources and connecting people to supports. I have seen Megan Garry at Cheatam, Andrew Jackson and Cumberland through mobile food delivery and believe that she will work with parents and community to open a great school. I also plan to enroll my two children in Encompass Community School.

Tanya Owens



James Glenn

I Luv Lucy Foundation

Nashville, Tn 37207

1-20-24

To Whom it May Concern,

I am writing to express my support for Encompass Community School, a responsive school model that leverages mastery-based learning and whole-child development as the core model. We are excited about the potential for this school's impact on the students and families Nashville, TN, specifically in North Nashville.

As an organization, we believe in lending a hand with an open heart providing educational tools in the inner-city communities. I Luv Lucy Foundation believe Encompass' use of evidence-based instructional practices will allow all students to maximize their potential through small group instruction and a supportive environment. We are confident that the school will successfully reach their mission and vision. We have had the chance to meet with the lead founder, Megan Garry, she is Awesome and dedicated to serve the needs of our future leaders. ILLF has partner with Encompass as a support for the vison of the helping our kids succeed. We have worked together on project in the Parkwood Community

ILLF Believes that this decision will be a great impact for the greater good, by supporting Ms. Megan and Encompass Team. We do! So Should You!!!!

.

Thanks

James Glenn

Founder of ILLF

January 24, 2024

2400 Buena Vista Pike
Nashville, TN 37218

To Whom It May Concern,

I am a resident of 37218 and I am writing in support of the opening of Encompass Community School. I have had the opportunity to actively participate in the design of Encompass Community School and share barriers I've experienced in public school with my kids to make sure that future families don't experience the same thing. When I first moved out north, it was difficult to get my daughter into a school that I wanted her to go to, because they didn't offer transportation and I had to pay someone to take her and pick her up. I have been able to talk with the Encompass team about this experience and how transportation is a burden and frustrating for me. When dealing with transportation, you sometimes have to decide if they will miss school because you can get them there but not always back. When students miss school, not all of them will be able to catch up right away when they return. As a parent who is very involved, I know and understand the importance of children going to school every day, but families often don't have access to transportation. There is a big cost with transportation to families and this can impact our children's future and achievement

I am very supportive of the mastery-based learning approach because it is time to try something new. I especially support the personalized learning approach for each student instead of just passing students along in each subject, which causes kids to fall behind. I have already told other families about Encompass and will continue to, as well as volunteer and enroll my children.

Not only do we need more options in my community, but we also need options that can meet families where they are.. Please vote to open Encompass Community School.

Sincerely,
Kietrich Gordon



Kietrich Gordon (Jan 24, 2024 13:18 CST)

January 24, 2024

To Whom It May Concern,

I am writing to express my deepest support for the opening of Encompass Community School. As a native of North Nashville, a graduate of Pearl Cohn High School, a parent of school-aged children, and current Executive Director of Schrader Lane Childcare & Learning Academy (SLCLA), I have a long-lasting connection to the community and have worked to support the growth and development of students and families.

I have talked extensively with Megan Garry, the lead founder, since the fall of 2023 and learned about her commitment to the community, families and students. We have discussed the school's design and I have had the opportunity to provide input as a parent and Executive Director of SLCLA. The use of mastery-based learning and emphasis of whole-child development aligns directly with the core values of Schrader Lane and our academic programming. I am thrilled to see a public K-8 school seek to adapt these evidence-based and effective practices for the community of North Nashville.

As the Executive Director of an early childhood learning center, I have experienced firsthand families looking for options for their students that meet their needs. Encompass Community School's use of mastery-based learning and whole-child development provides a personalized approach to supporting all students and making sure the entire child is developed, not just academically. As a parent, I had difficulty searching for options for my children within the community, and know another option will benefit our families that are often left without a choice.

SLCLA has plans to partner with Encompass Community School and is exploring opportunities to provide more services to families and remove barriers through before and after-school care, as well as recruitment and enrollment partnerships. I encourage you to vote yes to open Encompass Community School.

Sincerely,

Monique Hodison (Jan 24, 2024 15:58 CST)

Monique Hodison
Executive Director, Schrader Lane Childcare & Learning Academy

January 26, 2024

Ronquez Morton
Nashville, TN 37218

To Whom It May Concern,

My name is Ronquez Morton and I live in 37218. I support the opening of Encompass Community School. I think that it's good for a school like this to come, because alot of these kids are really behind especially in math and reading. I think having better security around bus stops and inside schools to keep the kids safe. I really like the whole child development part and think there is a possibility for a big impact in my community. I will support this school 100% they need more schools like this dedicated to kids in my neighborhood.

Thank you,

Ronquez Morton

January 18, 2024

I am Eric prince. I live a[redacted]37208. I have lived here 4 years. One problem we have is truancy which is an attendance issue. Because of personalized learning. I've also seen encompass members walking to the store giving out food with street dreams. I like that my child can advance if their smarter than the rest of the class. I haven't seen any improvement since the pandemic. I want job training and more opportunities for finding better jobs as a single black man in north Nashville.

Thank you,

Eric Prince

To Whom It May Concern,

My name is Sparkle Johnson. I live in the 37206 zip code and have for the past seven years. And I am writing in support the opening of Encompass Community School. I grew up in the true trenches of North Nashville's John Henry Hale (Jo Johnston) housing complex where the odds were certainly against me with both parent struggling with addiction. Nevertheless, I am now a mother of four and two grandchildren, minister, employed with the Metro Nashville Fire Dept. as an EMT, Amazon best selling author, and survivor of domestic violence.

Navigating school options has been found to be difficult with the lack of tutorial resources to teach us all how to navigate through MNPS websites. For some (i.e. me) it took several minutes (close to an hour to figure out), for others; especially those grandparents who are raising their grandchildren, it is nearly impossible. Hence why parent participation within the student portals numbers are so low. It's not that we don't want to utilize these resources, some of us don't know how.

Encompass offers TRUE foundational learning strategies for OUR children. Finally, a program that caters to what society calls the disadvantage, and I fully support it. I have had an AMAZING experience with the schools my children attend and believe that all families deserve to have that choice regardless of where they live.

I encourage you to vote for the opening of Encompass for my community.
Sincerely,
Sparkle Johnson

Attachment H: Articles of Incorporation

001402463

CHARTER
NONPROFIT CORPORATION

SS-4418

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
(615) 741-2286

For Office Use Only
-FILED-
Control # 001402463

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Elevate Community School

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: School Organization - Exempt

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:
MEGAN GARRY
MEGAN GARRY
3507A SANFORD AVE
NASHVILLE, TN 37211
DAVIDSON COUNTY

5. Fiscal Year Close Month: December **Period of Duration:** Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a ☑ public benefit corporation / ☐ mutual benefit corporation.
This corporation is a ☐ religious corporation / ☑ not a religious corporation.
This corporation will ☑ have members / ☐ not have members.

9. The complete address of its principal office is:
MEGAN GARRY
3507A SANFORD AVE.
NASHVILLE, TN 37211
DAVIDSON COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

SS-4418 (Rev. 1/13) RDA 1678

B1348-9545 03/05/2023 9:48 AM Received by Tennessee Secretary of State Tre Hargett

CHARTER
NONPROFIT CORPORATION

SS-4418

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
(615) 741-2286

For Office Use Only
-FILED-
Control # 001402463

The name of the corporation is: Elevate Community School

10. The complete mailing address of the entity (if different from the principal office) is:
MEGAN GARRY
3507A SANFORD AVE.
NASHVILLE, TN 37211

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Megan Garry	3507A SANFORD AVE.	NASHVILLE, TENNESSEE 37211

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- ☑ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).
- ☑ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- ☑ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:
In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic	Incorporator
Signature	Title/Signer's Capacity
Megan Garry	Mar 5, 2023 9:48AM
Printed Name	Date

SS-4418 (Rev. 1/13) RDA 1678

B1348-9546 03/05/2023 9:48 AM Received by Tennessee Secretary of State Tre Hargett

CHARTER
NONPROFIT CORPORATION

SS-4418

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
(615) 741-2286

For Office Use Only
-FILED-
Control # 001402463

The name of the corporation is: Elevate Community School

10. The complete mailing address of the entity (if different from the principal office) is:
MEGAN GARRY
3507A SANFORD AVE.
NASHVILLE, TN 37211

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Megan Garry	3507A SANFORD AVE.	NASHVILLE, TENNESSEE 37211

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- ☑ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).
- ☑ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
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13. Insert here the provisions regarding the distribution of assets upon dissolution:
In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic	Incorporator
Signature	Title/Signer's Capacity
Megan Garry	Mar 5, 2023 9:48AM
Printed Name	Date

SS-4418 (Rev. 1/13) RDA 1678

B1348-9546 03/05/2023 9:48 AM Received by Tennessee Secretary of State Tre Hargett

Tre Hargett
Secretary of State

Karen Johnson Davidson County
Batch# 1052985 CHARTER
09/22/2023 11:55:41 AM 2 pgs
Fees: $7.00 Taxes: $0.00
20230922-0074640

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Encompass Community School
MEGAN GARRY
3507A SANFORD AVE
NASHVILLE, TN 37211

September 5, 2023

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # : 1402463 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 008343695	Filing Fee:	$20.00
Payment-Check/MO - THOMAS M HAGGERTY, NASHVILLE, TN		$20.00

Amendment Type: Articles of Amendment Image # : B1442-3039
Filed Date: 09/01/2023 3:18 PM

This will acknowledge the filing of the attached articles of amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

Tre Hargett
Secretary of State

Processed By: Tammy Morris

Field Name	Changed From	Changed To
Filing Name	Elevate Community School	Encompass Community School

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

Elevate Community School
MEGAN GARRY
3507A SANFORD AVE.
NASHVILLE, TN 37211

March 20, 2023

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # : 1402463 Status: Active
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt # : 007924037 Filing Fee: $120.00
Payment-Check/MO - MEGAN R GARRY, NASHVILLE, TN $120.00

Amendment Type: Articles/Statement of Correction Image # : B1353-9067
Filed Date: 03/20/2023 11:40 AM

This will acknowledge the filing of the attached articles of correction with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

Tre Hargett
Secretary of State

Processed By: Dawn Whittaker

Field Name	Changed From	Changed To
Business Type	School Organization - Exempt	No Value

State of Tennessee

Department of State
Corporate Filings
312 Rosa L. Parks Ave.
6th Floor William R. Snodgrass Tower
Nashville, TN 37243

ARTICLES OF CORRECTION

For Office Use Only

FILED

Pursuant to the provisions of Section 48-1-305 of the Tennessee Business Corporation Act or Section 48-51-305 of the Tennessee Nonprofit Corporation Act, the undersigned corporation hereby submits this application:

1. The name of the corporation is Elevate Community School

2. Please mark the sentence below which **applies**.

☐ A copy of the incorrect document (as filed) is attached.

☒ A description of the incorrect document (including its filing date) is given here:
Incorrectly selected the corporation will have members and will be a school organization on the charter filing.

3. If the document is incorrect because of incorrect statement(s), enter the incorrect statement(s) and the reason(s) it/they is/are incorrect:
-The corporation will have members-the corporation will be a non-profit for learning for K-12 students and wont have members. The corp. will be a school-the corp. might be one day but not initially

4. The correct statement(s) is/are:
-The corporation will not have members.
-The corporation will not be a school or school support organization.

5. If the document is incorrect because of a defective execution, state the manner in which the execution was defective:

6. The correct execution should be:

3/16/2023
Signature Date

Incorporator
Signer's Capacity

Elevate Community School
Name of Corporation

Signature

Megan Garry
Name (typed or printed)

SS-4438 (Rev. 3/99)20 Filing Fee: $20 RDA 1678

D1353-SBO / 03/24/2023 11:48 AM Received by Tennessee Secretary of...

Attachment I: Proof of non-profit and tax-exempt status

View PDF
Duplicate
Attachment

Application for Recognition of Exemption Under Section 501(c)(3)

Organizations file this form to apply for recognition of exemption from federal income tax under Section 501(c)(3).NOTICE: You may experience issues with saving a form and accessing it later. If this occurs, you will need to complete the form again. We apologize for this inconvenience.

Form Number: 1023
Form Status: Accepted
Pay.gov Tracking ID: 279GBQ5T
Date Submitted: 11/30/2023 19:47:08 PM
Application Name: Form 1023

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 03-14-2023

Employer Identification Number:
92-2891235

Form: SS-4

Number of this notice: CP 575 E

ELEVATE COMMUNITY SCHOOL
3507A SANFORD AVE
NASHVILLE, TN 37211

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 92-2891235. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating 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.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

Attachment J: By-laws

AMENDED AND RESTATED

BYLAWS

OF

ENCOMPASS COMMUNITY SCHOOL

A TENNESSEE NONPROFIT CORPORATION

MAY 14, 2024

ARTICLE I
NAME

The name of the corporation is Encompass Community School (the "Corporation").

ARTICLE II
MEMBERS

Section 1. No Members. The Corporation shall have no members.

ARTICLE III
PURPOSES

Section 1. Purpose

The Corporation is organized exclusively for religious, charitable, educational, literary and scientific purposes within the meaning of Sections 501(c)(3) of the Internal Revenue Code of 1986, as amended, including as follows:

a) the establishment and administration of a charter school, seeking to provide whole-child development and individualized instruction to students; and
b) to contract with other organizations, for profit or nonprofit, with individuals and the government in furtherance of such purposes; and
c) to engage in such other activities, exercise such other powers and privileges, take such other actions and carry out such other purposes as may be authorized by the Tennessee Nonprofit Corporation Act. Notwithstanding any other provision of the Charter or these Bylaws, the Corporation shall not carry on any activities not permitted to

be carried on by any of the following: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the code, or any corresponding provision of any future federal tax laws; (b) a corporation contributions to which are deductible under Sections 170(c)(2), 2055(a), and 2522(a) of the Code, or any corresponding provisions of any future federal tax laws; or (c) a nonprofit corporation organized under the laws of the State of Tennessee pursuant to the Tennessee Nonprofit Corporation Act.

ARTICLE IV
OFFICE

The principal office of the Corporation shall be located in Tennessee. The Corporation may also have offices at such other places as the Board of Directors may from time to time designate or as the purposes of the Corporation may require.

1.1 Registered Agent. The initial registered agent of Encompass Community School (the "**Corporation**") shall be Megan Garry.

1.2 Registered Office. The address of the initial registered office of the Corporation shall be 3507A Sanford Ave. Nashville, TN, 37211 .

1.3 Other Offices. The Corporation may have offices at such place or places within or without the State of Tennessee as the board of directors of the Corporation (the "**Board of Directors**") may from time to time appoint or the business of the corporation may require or make desirable. The mailing address of the initial principal office of the corporation is 3507A Sanford Ave. Nashville, TN 37211

ARTICLE V
BOARD OF DIRECTORS

Section 1. General Powers

The business and affairs of the Corporation shall be supervised by its Board of Directors (sometimes referred to herein as the Board), which shall exercise in the name of and on behalf of the Corporation all of the rights and privileges legally exercisable by the Corporation as a corporate entity, except as may otherwise be provided by law, the Charter, or these Bylaws. The Board of Directors, as the governing body of the Corporation, shall have the authority to receive, administer, invest and distribute property on behalf of the Corporation in accordance with the provisions set forth in these Bylaws.

Section 2. Composition and Term

The number of Directors of the Corporation shall be between 3 and 11, with at least one member being a parent of a current student of the school. The exact number of Directors shall be determined by the Board pursuant to current needs. Starting in January 2024, Directors shall serve staggered terms of 3 years and until successors are elected and qualify. Directors may serve up to three consecutive terms.

Section 3. Election

The Directors of the Corporation shall elect their successors by a majority vote. Election procedures for Board members shall be established by the Board, and the process shall be transparent and open to all eligible candidates.

Section 4. Removal

A Director may be removed with or without cause by the affirmative vote of a majority of all Directors then serving.

Section 5. Resignation

A Director may resign at any time by providing written notice to the Board. Resignation shall be effective upon the delivery of notice unless the notice provides that it will be effective at a later time or upon the occurrence of an event.

Section 6. Vacancies

The Directors may fill any vacancy on the Board by following the Board-approved nomination and selection process.

Section 7. Action of the Board

Pursuant to T.C.A. § 8-44-101 et seq., the minutes of the Board 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. All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited.

Section 8. Compensation and Reimbursement

Directors will not receive compensation for their service as Directors. Directors may receive reimbursement for expenses actually and reasonably incurred (a) on behalf of the Corporation or (b) in the course of performing Director duties.

Section 9. Responsibilities. Each director shall attend a majority of regular Board of Directors meetings in each fiscal year. The Board's primary duties shall include, but not be limited to:

1. Ensuring compliance with the Charter and all relevant laws and regulations.
2. Hiring, evaluating, and supporting the Executive Director.
3. Approving the annual budget and overseeing financial matters.
4. Approving annual goals for the school.
5. Completing an annual Conflict of Interest statement.
6. Engaging with the school community and promoting transparency.

ARTICLE VI
BOARD MEETINGS

Section 1. Regular Meetings

The Board shall hold regular meetings (at least 10 times annually), at times and dates determined by the Board as set forth in an annual meeting calendar.

Section 2. Special Meetings

The Chair or any two (2) Directors may call a special meeting of the Board.

Section 3. Meeting Format

All meetings will be held in compliance with T.C. A. § 8-44-102 et. seq., which states that all meetings of any governing body are declared to be public meetings and must be open to the public at all times. Encompass will ensure that meeting locations and times are as accommodating as possible to its school community, and will encourage and welcome parents, staff, and community stakeholders to attend.

Section 4. Notice

Notice of the date, time, location, of both regular and special meetings shall be delivered to each Director and posted on the school's website at least seven (7) days in advance of the

meeting. Notice must include the agenda and relevant meeting details including the purpose of or business to be transacted at the meeting.

Section 5. Quorum

In the provisional bylaws, the presence of all Directors serving shall constitute a quorum for the transaction of business at a meeting. Once charter authority is granted, the presence of half of all of the Directors shall constitute a quorum.

Section 6. Voting

Each Director shall have one vote. Except as otherwise provided in these Bylaws, the vote of a majority (more than 50%) of Directors participating in a meeting at which a quorum is present shall be the action of the Board.

A Director is deemed to consent to action taken at a meeting unless (a) the Director promptly objects to the holding or transacting business at the meeting; (b) the Director's dissent or abstention is entered into the minutes of the meeting; or (c) the Director delivers notice of dissent or abstention to the presiding officer before adjournment or to the Corporation immediately after the meeting.

Section 7. Committees

The Board may establish committees to address specific areas or tasks related to the Charter School's operations. Standing committees shall include, but not be limited to: Finance, Governance, and Academic. Ad-hoc committees may be created from time-to-time as specific needs arise. Each committee shall be chaired by a Board member and may include other individuals with relevant expertise. The Board Chair shall appoint committee members and define their roles and responsibilities.

ARTICLE VII
OFFICERS OF THE BOARD

Section 1. General

The officers of the Board shall consist of a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 2. Election

The initial slate of officers shall be elected from among the Directors by a plurality vote. After one year, the officer slate shall be presented by the Governance Committee and voted on by the full Board, with a majority vote approving the new slate.

Section 3. Term

An officer shall serve for a term of one (1) year, and until a successor is elected and qualifies.

Section 4. Executive Director.

The Executive Director, an employee of the Corporation, shall be the chief executive officer of the Corporation, and subject to the direction of the Board of Directors, shall have general supervision over the business and affairs of the Corporation. The Executive Director shall be a non-voting, ex-officio member of the Board of Directors and in conjunction with the Board Chair shall help plan and execute meetings of the Board of Directors. The Executive Director shall see that all orders and resolutions of the Board of Directors are carried out and shall perform all other duties as the Board of Directors shall assign. The initial Executive Director of the Corporation shall be Megan Garry.

Section 5. Chair

The Chair shall preside at and conduct all meetings of the Board. The Chair is the only officer who shall have authority to sign and execute, in the name of the Corporation, deeds, mortgages, bonds, contracts, and other documents to be executed on the Corporation's behalf.

Section 6. Vice Chair.

The Vice Chair shall:

a. Stand ready to act as the Chair in the Chair's absence;

b. Perform any duties of the Chair as delegated by the Chair.

Section 7. Secretary

The Secretary shall (a) keep accurate records and minutes of all meetings, proceedings, and actions of the Board and Board Committees; (b) make available minutes of the previous Board meeting and distribute them in advance of each Board meeting; (c) deliver all notices of meetings to those persons entitled to vote at such meetings; (d) maintain the minutes and a current listing, with contact information, of the Directors at the principal office of the

Corporation; and (e) authenticate records of the Corporation. The Secretary shall generally perform all duties incident to the office of secretary and such other duties as may be assigned by the President or the Board.

Section 8. Treasurer

Section 9. Executive Committee

The officers named in sections 5-8 above shall serve as the Executive Committee of the Board This committee will be empowered to conduct nominal (non-voting) business and provide support to the Executive Director on behalf of the board in-between regular board meetings.

Section 9. Compensation

Officers will not receive compensation.

Section 10. Removal

The Board may remove any officer with or without cause after a majority vote of all members.

Section 11. Resignation

An officer may resign at any time by providing written notice to the Board. Resignation shall be effective upon the delivery of notice unless the notice provides that it will be effective at a later time or upon the occurrence of an event.

Section 12. Vacancies

The Board may fill a vacancy of an officer role pursuant to the stated nomination and selection process.

ARTICLE VIII
EXECUTIVE DIRECTOR AND STAFF

Section 1. Executive Director

The Board shall hold responsibility for hiring and evaluating an Executive Director. The Board may delegate duties and customary authorities to the Executive Director, including the appointment of other staff. The Executive Director shall be subject to hire and termination by the

Board. Other staff appointed by the executive director shall be subject to hire and termination by the Executive Director.

Section 2. *Ex Officio* Status

The Executive Director shall be an *ex officio,* non-voting Director and officer of the Corporation. The Executive Director shall have the right to attend all Board meetings but may not vote on Board matters in his or her capacity as Executive Director. As an *ex officio* officer of the Corporation, the Executive Director is bound by the same fiduciary obligations under Tennessee law and these Bylaws as officers of the Board.

ARTICLE IX
CONFLICT OF INTEREST POLICY

The Board shall adopt a conflict of interest policy that covers Directors, officers, and staff. The conflict of interest policy should identify the types of conduct or transactions that raise conflicts of interest concerns, set forth procedures for disclosure of actual or potential conflicts of interest, and provide for review of individual transactions by the disinterested Directors. A quorum for the Board's approval of a conflicted interest transaction must consist of at least two (2) disinterested Directors.

ARTICLE X
MISCELLANEOUS

Section 1. Books and Records.

The Board of Directors shall have power to determine which accounts and books of the Corporation, if any, shall be open to the inspection, except such as may, by law, be specifically open to inspection, and shall have power to fix reasonable rules and regulations not in conflict with the applicable law for the inspection of accounts and books, which by law or by determination of the Board of Directors shall be open to inspection. Any records maintained by the Corporation in the regular course of its business, including but not limited to, its books of account and minute books, may be maintained on any information storage device or method that can be converted into clearly legible paper form within a reasonable time.

Section 2. Fiscal Year

The fiscal year of the Corporation shall begin on July 1 – June 30 of the following year, unless otherwise fixed by resolution of the Board of Directors.

Section 3. No Corporate Seal.

The Corporation shall not have a corporate seal.

Section 4. Checks.

Checks, notes, drafts and demands for money shall be signed by the Executive Director, the Chair or the Treasurer; or other officers or agents that are designated by the Board of Directors from time to time.

Section 5. Annual Statements.

Not later than three months after the close of each fiscal year, and in any case prior to the next annual meeting of the Board of Directors, the Corporation shall prepare:

a. A balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, and

b. A profit and loss statement showing the results of its operation during its fiscal year.

Section 6. Audit

The accounts of the Corporation shall be examined annually by a certified public accountant in accordance with applicable law and authorizer requirements.

Section 7. Electronic Signatures.

Wherever a written instrument is required to be executed hereunder, an electronic signature, to the extent permitted by applicable law, shall be deemed to be a written signature.

Section 8. Gifts

The Board or its designee may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable purposes of the Corporation. The Board shall use and distribute all such contributions according to the specific purposes and conditions that were agreed to by the donor when the contribution was received, except where the express written permission of the donor or the donor's heirs or assigns has been obtained to do otherwise.

Section 9. Anti-Discrimination Policy.

The Corporation is committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, gender identity, gender expression, genetic information, age, ethnic group identification, race, ancestry, national origin, immigration status, religion, color or mental or physical disability or any other basis protected by federal, state, local law, ordinance or regulation.

Section 10: Dissolution

In the event of the dissolution of the Charter School, all assets shall be distributed in accordance with applicable state laws and regulations governing charter schools.

ARTICLE XII
AMENDMENTS TO GOVERNING DOCUMENTS

Section 1. Amendments to Charter

The Charter may be altered, amended, or restated and new Charter may be adopted by a majority vote of all Directors then serving, prior to submission of amendment.

Section 2. Amendments to Bylaws

These Bylaws may be altered or amended, and new Bylaws adopted, by a majority vote of all Directors then serving.

Attachment K: Code of Conduct

Encompass Community School's Board of Directors ("Board") will operate with the highest ethical standards, therefore the Board shall adopt a Code of Conduct policy. This is a Code of Conduct for Encompass Community School's Board. It is subject to approval and amendment by vote of the Board of Directors.

a. Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
b. 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.
c. Support the delegation of authority for the day-to-day administration of the charter school to the Executive Director and act accordingly.
d. Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Encompass Community School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
e. Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
f. Refrain from using his/her position on the Board of Directors for personal gain or profit.
g. Periodically review and evaluate the effectiveness of policies on Encompass Community School's programs and performance. Work with other Board members to establish effective policies for Encompass Community School. Make decisions on policy matters only after full discussion at publicly held Board meetings.
h. 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.
i. Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
j. Exhibit personal conduct in that reflects positively on the school.

Attachment L: Conflict of Interest Policy

CONFLICT OF INTEREST POLICY

The Board shall adopt a conflict of interest policy that covers Directors, officers, and staff. The conflict of interest policy should identify the types of conduct or transactions that raise conflicts of interest concerns, set forth procedures for disclosure of actual or potential conflicts of interest, and provide for review of individual transactions by the disinterested Directors. A quorum for the Board's approval of a conflicted interest transaction must consist of at least two (2) disinterested Directors. This is a proposed conflict of interest policy, as known as the "Conflict of Interest Policy" for Encompass Community School. It is subject to approval and amendment by majority vote of the Board of Directors.

Article I – Purposes

This policy aims to protect this organization's interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of Interested Parties or 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 interest applicable to the organization.

Article II – Definitions

2.1 Board

References to the "Board" or the "Board of Directors" shall mean references to the governing board of directors of the organization.

2.2 Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect personal or financial interest, as defined below, is an interested person.

2.3 Types of Conflict of Interest. The following is a non-exclusive list of the types of activities that may present a conflict of interest and should be disclosed in accordance with Article III. These types shall henceforth be summarized in this document as "personal or financial" interest.

(a) Adverse Interest. Participation by an Interested Person in decisions or negotiations related to a contract, transaction or other matter between the Corporation and: (i) the Interested Person; (ii) an entity in which the Interested Person or a Family Member of such person has financial interest; or (iii) an entity with which the Interested Person has an agency relationship.
(b) Competing Interests. Competition by an Interested Person, either directly or indirectly, with the Corporation in the purchase or sale of property or property rights, interests, or services, or, in some instances, competition directly for the same donor or external resources.
(c) Use of Resources. Use of the Corporation's resources (for example, staff, contracts, donor lists, or name) for personal purposes of the Interested Person or a Family Member of such person.
(d) Inside Information. Disclosure or exploitation by an Interested Person of information pertaining to the Corporation's business for the personal profit or advantage of such person or a Family Member of such person or a person/entity with whom the Interested Person has an agency relationship
Under Article III, Section 2, a person who has a personal or financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III – Procedures

3.1 Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the personal or 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. Additionally, each board member shall complete and sign an annual Conflict of Interest Statement which allows the opportunity to disclose all known potential conflicts of interest at the start of each fiscal year (see Article VI).

3.2 Determining Whether 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.

3.3 Procedures for Addressing the Conflict of Interest

(a) An interested person may make a presentation at the 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 Chair of the 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 board or committee shall determine whether the corporation 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 board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation'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.

3.4 Violations of the Conflicts of Interest Policy

(a) If the board 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 board 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

4.1 Minutes

The minutes of the 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 personal or financial interest, any action taken to determine whether a conflict of interest was present, and the governing boards 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

5.1 A voting member of the board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

Article VI – Annual Statements

Each director, principal officer, and member of a committee with board delegated powers shall annually sign a Conflict of Interest 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,

(d) Understands that the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

(e) Discloses on the statement any foreknown actual or potential personal or financial conflicts for the calendar or fiscal year ahead.

Article VII – Periodic Reviews

To ensure the corporation 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 corporations conform to the corporation'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 – Committees

If the Board should ever create any committees of the board, then this policy shall apply equally well to such committees and the members of same.

Attachment M: Founding Board Biographies

Corey Hammonds

Corey Hammonds is an experienced financial leader, community activist, and entrepreneur with deep roots in the Nashville Community. Born and raised in Nashville, Hammonds has become a dominant force in the Nashville financial and real estate scene. With over 15 years of experience in the industry, Corey has cemented his reputation as a knowledgeable and forward-thinking leader. With a commitment to excellence, integrity, and innovation.

Corey continues to shape the real estate and financial landscape. His dedication, coupled with his deep understanding of the industry, makes him a sought-after executive who consistently delivers outstanding results for his clients and investors.
Hammonds passion for real estate began with his career in the banking industry at Citizens Savings Bank & Trust Company in Nashville. After 10 years of mentorship, Corey became Vice President of Commercial Lending and Credit Administration before deciding to pursue goals of owning his own real estate firm, The Hammonds Group, Inc., which specializes in commercial and residential sales, appraisals, consulting, and development. Corey is licensed in the state of Tennessee as a Real Estate Broker and the Youngest African American Certified General Appraiser in the State of TN.

Corey returned to the banking industry in 2018 and currently serves as the Citizens Bank's Chief Operating and Credit Officer and has been instrumental in shaping the bank's optimization processes to position the institution for growth. Corey holds a Bachelor of Arts Degree in Real Estate Studies and is a graduate of the Paul W. Barret, Jr. Graduate School of Banking. Beyond professional accomplishments, Corey firmly believes in giving back to the community. He actively participates in local real estate associations, mentoring aspiring professionals, and initiating philanthropic endeavors aimed at improving financial literacy, housing accessibility and affordability.

Jennifer Hill

Jennifer Hill has been working to advance education equity in Nashville education since 2006. Currently serving as Chief of Staff for Persist Nashville, Jennifer is a past President of the Junior League of Nashville and has served on the boards of McNeilly Center for Children, Nashville Children's Theatre, CASA, Inc., and was previously the founding board chair for Persist Nashville. Jennifer is a 2015 graduate of Leadership Nashville. Jennifer's professional experience spans several sectors, including serving as director of Client Implementations at Asurion, director of Talent and Performance Management at KIPP Nashville, program director of the Ayers Institute for Teacher Learning and Innovation at Lipscomb University, managing the United Way of Greater Nashville's education strategy and investment portfolio and

leading policy and programming for the Nashville Public Education Foundation. Jennifer served as the Founding Director of Team and Family services for KIPP Nashville charter school and oversaw a $2 million dollar budget for various school programming such as the school meal program, facility maintenance, transportation and other student programming. Additionally, Jennifer holds a certificate in Education Finance from Georgetown University.

Jennifer finds joy by spending time with her husband Steve, two children, Lev and Eliana, and her two dogs, Maggie and Stanley. In her leisure time, you can find her outside hiking or inside recharging with a cup of coffee and a good book.

Serena Sayles

Serena Sayles is the owner and principal consultant of Sayles Professional Services, a boutique consulting firm in Nashville, TN. Having served most recently as Director of Charter Schools for the Tennessee Department of Education, Serena has spent the majority of her career as a highly effective instructional leader in public schools in Nashville.

Under her leadership, KIPP Nashville Collegiate high school literacy scores improved from a Level 1 to Level 4 in one year. This achievement was sustained into post pandemic years, with multiple ELA teachers under her coaching earning Level 5 growth for the first time. Her tenure as Principal in Residence followed a near decade as a high school English teacher and Literacy Coach in MNPS, where she also enjoyed serving as Varsity Cheerleading Coach. Serena has a Bachelor of Arts in English Education from Middle Tennessee State University and a Master of Education in Instructional Leadership with Administrative Licensure from Cumberland University. As part of her commitment to improving outcomes for all students and resources for all educators, since 2019 Serena has regularly partnered with the KIPP Foundation to review, revise and/or write ELA curriculum and deliver professional development for teachers across the country. When not working towards improving educational outcomes for Nashville's public school students, Serena, her husband, and their one-year old son enjoy cheering on the Tennessee Titans. She also enjoys reading, dancing, and cooking

Johanna Staubitz, PhD

Johanna (Joey) Staubitz is an assistant professor of the practice in Vanderbilt University's top-ranked Department of Special Education, the mission of which is to improve the lives of individuals with disabilities by preparing exceptionally competent teachers, related service providers, and researchers. Joey is a former special education teacher and school-based behavior analyst, and her experience in those roles remains fundamental to her approach to practitioner preparation and scientific inquiry.

She currently directs Vanderbilt's applied behavior analysis program, teaches courses in the experimental, theoretical, and applied branches of behavior analysis, and supervises students in clinical fieldwork experiences designed to prepare them to conduct effective, safe, and socially valid assessment and intervention procedures in special education settings. Joey also conducts research focused on adapting and evaluating assessment and intervention procedures to support children with emotional and behavioral disorders in special education settings. Her collective efforts in practitioner preparation and research align with her own driving mission: to improve all children's access to high-quality behavioral services as part of the free and appropriate public education to which they are entitled.

Thomas Rose

Thomas is a pillar of the North Nashville community, a long-time North Nashville resident and a non-profit leader for over 20 years. As the Director of North Nashville Dream Streets, Thomas oversees and supports a diverse range of programming to the North Nashville community with a mission to empower and protect individuals within North Nashville. Thomas has extensive experience in developing, managing and overseeing the execution of a diverse range of programming including, mobile food delivery, after-school programming for K-5 students, organizing and leading community events, and overseeing the execution of programming by staff and volunteers. Thomas works closely in determining budgetary needs for programming and overall growth. Prior to his role at Dream Streets, Thomas served as a Programming Facilitator at Rocketown, where he developed and implemented student programming across athletics and the arts, providing students with enriching opportunities that create new experiences and build positive relationships. Additionally, Thomas serves as the Director of Worship Arts at Barefoot Republic Camp with a mission of racial reconciliation and unity. He has been a worship leader for over 25 years, leading all over the world with his band The Rose Factor.

Thomas is originally from Charleston, SC and graduated with a Bachelor of Arts from Charleston Southern University. He and his wife Dita moved to Nashville in 2003. Thomas has a heart for creating communities of diversity through reconciliation and pouring into the lives of future generations. His hope is to continue creating healthy spaces to facilitate environments of growth, character and leadership for young people finding their way.

Kendra T. Smith

Kendra is a Program Manager in the Department of Family and Community Medicine at Meharry Medical College in Nashville, TN. She oversees the operations of the third- and fourth-year clerkships for medical students, educational grants, and the Sports Medicine Fellowship. An educator at heart, Kendra has served in various educational roles at Meharry Medical College after teaching Kindergarten for 13 years in Washington, DC at Howard University's laboratory school (Howard University Early Learning Program) and in

Nashville, TN with Bright Horizons, Dollar General Corporation, respectively. Kendra also served as the Early Learning Center Program Director at the Northwest YMCA, with the YMCA of Middle Tennessee. As a part of her educational outreach, Kendra established and founded the Olivet Missionary Baptist Church's Summer Enrichment Program (Nashville, TN) in 2015. Each summer, the program offers eight weeks of academic reinforcement, spiritual growth, and social/emotional opportunities for school agers 5-12 to the community, bridging the gaps between each grade level. Under her leadership, the program has received educational grant support from the State of Tennessee and additional resources from the Second Harvest Food Bank of Middle Tennessee.

Kendra matriculated at Howard University, majoring in Human Development (Infancy and Early Childhood Education), with a minor in Music Performance. She continued her educational path at Tennessee State University, where she received her Administrative Credential from the College of Education. In her spare time, she is a member of the Nashville African American Wind Symphony, where she plays the Euphonium. Kendra enjoys traveling and spending time with her husband, Kenton, and her three beautiful daughters, Sarai (16), Delaney (13), and Payton (11).

Attachment N: Board policies

Board Attendance Policy

This policy was created understanding that Board members are voluntary and that individual members contribute their time and capacity in a variety of ways. Board meetings are the only forum during which the Board can discuss and vote on major School policies and decisions, attendance at these meetings is of significant importance. All Board members will receive a copy of this policy to ensure all are informed about expectations for Board attendance.

Definitions
"*Notified" Absence:* For an absence to be categorized as a "notified" absence, a Board member must notify the person running the meeting (typically the Chair or Vice-Chair). by :1200pm the day of the meeting that they will be absent.

"*Un-notified" Absence:* For an absence to be categorized as an "un-notified" absence, a Bard member failed to notify the person running the meeting (typically the Chair or Vice-Chair) by 12:00pm the day of the meeting that they will be absent.

Board Attendance Problem

If any of the following conditions exist, it is considered a Board attendance problem:

1. The member has two "un-notified" absences in a row.
2. The member has three "notified" absences in a row.
3. The member misses one third of the total number of Board meetings during one of their term years.

Process for Responding

The Board Secretary will keep track of Board member attendance through Board meeting minutes and give this information to the Chair. The Chair will directly contact a Board member who is at risk of being in violation of this policy to issue both a verbal and written warning and support if needed. If a Board member does violate this policy, the Chair will share this information with the Board. A majority vote will be held after a discussion to determine possible termination from the Board.

Board Fundraising Policy

Board members are expected to give an annual monetary gift to Encompass Community School. They are asked to make Encompass Community School a priority in their personal giving. Board members are expected to be involved in fundraising by utilizing their networks of personal and business connections when appropriate, soliciting funds when appropriate, serving on fundraising committees, and attending fundraising events.

Indemnification Policy

The corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation) by reason of the fact that he or she is or was a trustee, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprises.

This indemnification includes expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit, or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the corporation. With respect to any criminal action or proceeding, he or she must also have had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea or nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner in which he or she reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonably cause to believe that his or her conduct was unlawful.

Executive Director Policy

The Board will receive professional and administrative leadership from the Chair and Executive Director. After authorization, the Board will hire the Executive Director. The Executive Director reports directly to the Board of Directors. The Executive Director will be responsible for the day-to-day operations and administration of the school's affairs and will be responsible for the management and oversight of all activities as determined by the Board. The Executive Director will have the authority to hire and terminate employees of the school. The Executive Director will oversee, manage and direct employee's activities in executing the mission and work of the school. The Executive Director will be the only

connection to operational achievement and conduct. Therefore, all authority and accountability of staff is considered the authority and accountability of the Executive Director.

Accordingly:

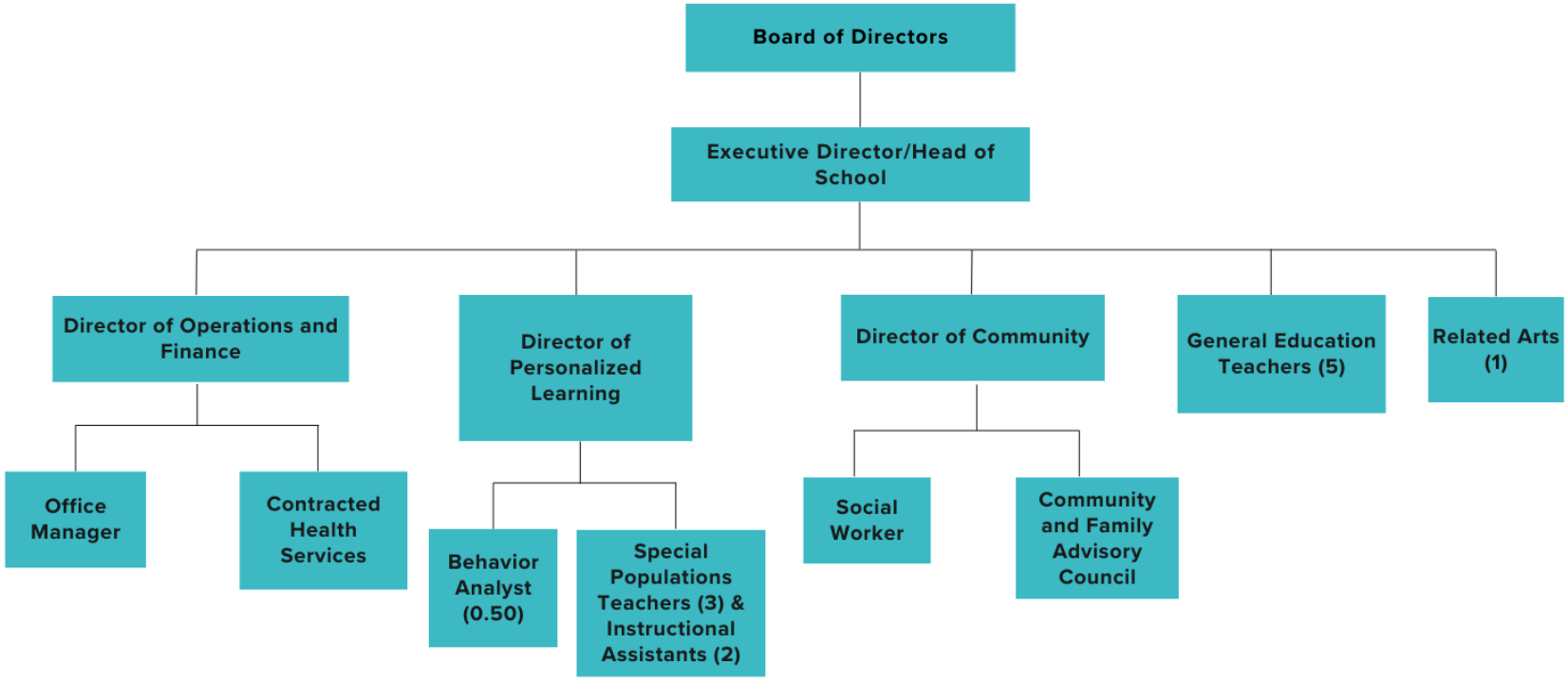
- The Board will never give instruction to persons who report directly or indirectly to the Executive Director
- The Board will refrain from evaluating any staff other than the Executive Director
- The Board will view the performance of the Executive Director as identical to organizational performance, so that organizational accomplishment of ends, policies, and organizational operations (within the boundaries established in board policies on executive limitations) will be viewed as successful Executive Director Performance.

Compensation Policy

Board members shall serve without compensation. Board members shall be allowed reasonable reimbursement of expenses incurred in the performance of their duties, including attendance at board-authorized meetings and conferences.

Attachment O: Organizational Chart Year 1

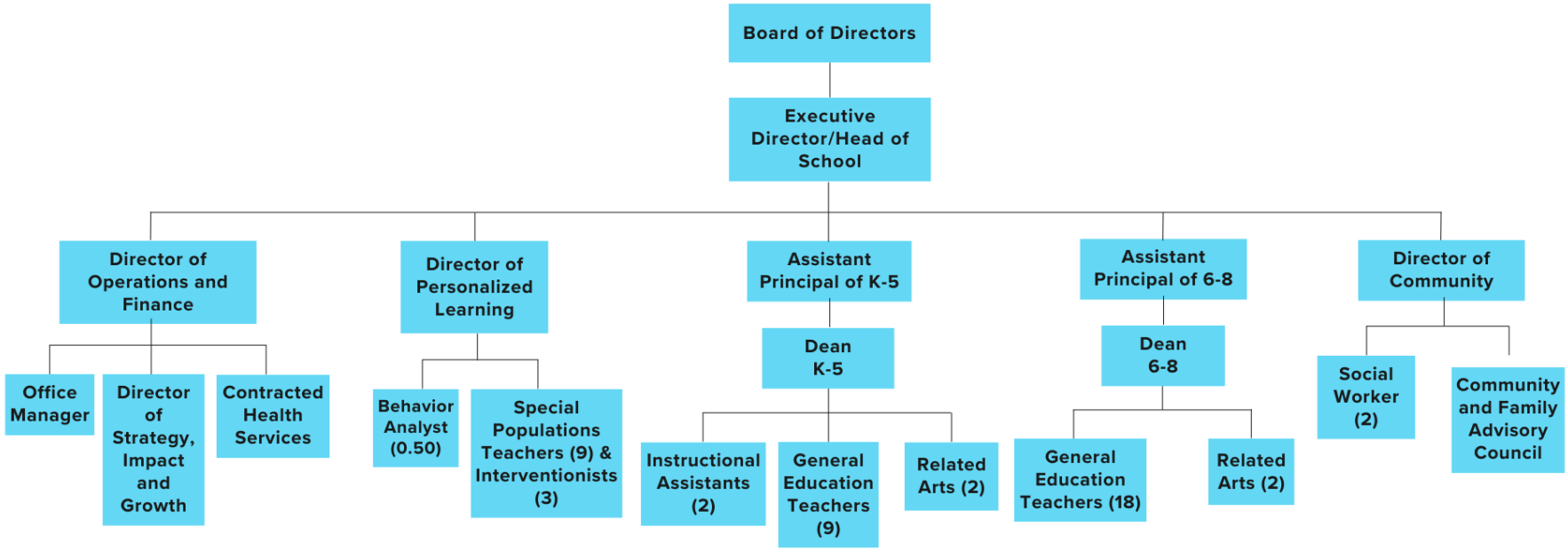
Encompass Community School
Year 1 Organizational Chart



Attachment P: Organizational Chart: Full Scale

Encompass Community School

Year 9 (Scale) Organizational Chart



Attachment Q: School Leader Resume

MEGAN GARRY

RELEVANT EXPERIENCE

The Nashville Incubator Nashville, TN June 2023-Present
Fellow

- Manage charter authorization process through application writing, board recruitment, community engagement, and grant writing
- Collaborate with community members, organizations, and families to inform school design and ensure alignment with family and community desires
- Coach and partner with a community engagement team of 3 parents to develop and drive a community engagement strategy
- Create and adjust priorities for the pre-planning year based on community feedback and data
- Oversee budget and resource allocation and alignment with priorities, adjusting plans based on progress and data
- Participate in multiple residencies at high-quality schools for leadership development, prioritizing leadership growth areas

Innovative School Model Small Group Pilot Nashville, TN August 2022-May 2023
Independent Contractor- Nashville Classical Charter School

- Designed and executed a pilot for individuals with and without disabilities in the 2022-2023 school year, ranging from 1-4 academic years behind in reading and math
- Implemented evidence-based instructional design methods
- Partnered with families on student progress and support for practice at home
- Analyzed and reflected on findings and data to inform the school model (anticipated opening in 2025), ensuring historically underserved students are at the center of the school model design

Student Growth Support, LLC Nashville, TN July 2021-May 2023
Co-Founder and President

- Founded and oversaw the operation of a school consulting company that serves schools and individuals with social-emotional, behavioral, and academic deficits
- Designed and executed consultative services for classroom coaching (Tier I, Tier II, and Tier III)
- Assessed and developed behavior intervention and programming plans for individuals with and without disabilities
- Provided ongoing training to teachers, analyzing data and making intervention adjustments as needed
- Oversaw a team of paraprofessionals in the execution and data collection of behavior intervention plans
- Created and executed professional development for teachers on a bi-weekly basis on classroom strategies rooted in applied behavior analysis
- Trained administrators on systems such as PBIS and functional behavior assessments/behavior intervention plan writing

- Oversaw the operating budget of three school partnerships and three employees

Autism in Motion (AIM) Clinics Nashville, TN July 2020-July 2021
Board Certified Behavior Analyst (BCBA), Peer Review Committee (PRC) Member

- Executed intake procedures such as Practical Functional Assessment (PFA), PEAK and VB-MAPP
- Created and manage Individualized Treatment Plans
- Provided training to behavior technicians to implement programming with fidelity
- Provided weekly training to families and other caretakers on client protocols in the clinic, community, and home
- Collaborated with other providers, such as special and general education teachers
- Analyzed client data daily and make ethically sound decisions to support client growth
- Mentored and coached BCBAs on the assessment and treatment of unsafe, challenging behavior
- Developed action steps for BCBAs and cases within the PRC process

Nashville Classical Charter School Nashville, TN February 2018-June 2020
Assistant Principal, Scholar Supports

- Managed a student supports a team of 6 teachers and 2 paraprofessionals across grades K-6 through observation and coaching meetings
- Planned weekly Professional Development sessions based on the highest leverage gap across the special education team
- Conducted Functional Behavior Assessments to create effective Behavior Intervention Plans
- Developed teacher training for student-specific plans
- Created and oversaw the RTI process for behavior and academics via assessment, Tier II/Tier III groups, and progress monitoring
- Oversaw Child Find Process, compliance under IDEA and English Language Learners, and 504 caseloads
- Created and executed safety plans

Vanderbilt University, Peabody College Nashville, TN August 2016-May 2018
Graduate Research Assistant

- Assisted with a variety of research projects for professors and doctoral candidates
- Supported in the literature review stage of research projects
- Conducted behavioral observations using various data collection systems for research projects

Achievement First Charter School New Haven, CT July 2013 – June 2016
Mathematics Teacher, MASC Director

- Piloted an Algebra 1 Common Core extended block tier II course to teach and support students 1-3 grade levels by creating lessons with high academic rigor while providing significant scaffolding.
- Achieved title of Distinguished Teacher (Stage 4) in the 2014-2015 school year
- Coordinated all logistics for Mandatory Academic Support Center (MASC), an after-school club for students at risk of being retained to spend an additional 90 minutes after school working on homework and setting academic and social goals (2015-2016 SY)

- Advised 15 students in MASC by having weekly academic conferences and monitoring homework completion.
- Served as a Summer Academy teacher during the summers of 2012, 2013, 2014, and 2015 and built strong motivation among students. Improved their math skills and enabled them to succeed in their math courses during the year.

Teach for America Ruleville, MS June 2011 – June 2013
Certified Mathematics Teacher: Grades 7-12, Corps Member

- Designed and executed Algebra 1 lessons for 10th-12th graders
- Analyzed data to target individual and class-wide remediation needs, resulting in a record-breaking 85% student passage rate on the Algebra I state examination for the school
- Achieved Teacher of the Year for Ruleville Central High School 2012-2013
- Awarded Highest Student Achievement Scores in the 2011-2012 school year

EDUCATION AND PROFESSIONAL LEARNING

Miami University Oxford, OH May 2011
Bachelor of Arts, Diplomacy and Foreign Affairs; Black World Studies
Vanderbilt University Nashville, TN May 2018
Master of Education (M.Ed.) Special Education, High Incidence
University of Virginia Expected Graduation: 2028
Doctoral Student, Curriculum and Instruction

CERTIFICATIONS

Tennessee Department of Health, Licensed Behavior Analyst- 2018
Board of Applied Behavior Analysis (BACB), Board Certified Behavior Analyst- 2018

Attachment R: Student Achievement Information

Pilot Results: 2022-2023 School Year

Before launching Encompass, it was essential to pilot our innovative academic model with students who are often left behind the most. Something unique to our school's founding journey. Even more, it was critical that the lead founder be the one to teach and lead the pilot before launching and training staff on our instructional methods.

With equity and inclusion as the core tenants, the proposed school embodies a design to foster growth and achievement for **all** students. The pilot used the Morningside Model of Generative Instruction (MMGI). MMGI comprises instructional episodes to deliver component (foundational) skills before composite (application) skills. Students enrolled in the pilot were 0.50-4+ years behind grade level. This is the core of Encompass Community School's academic programming. Intervention times were 40-50 minutes daily.

Pilot Group #1: 1st grade- Math

Students enrolled in this pilot group after minimal growth in math fluency from fall to winter. In January, students should have scored a 1.4 or 1.5 as their grade equivalence. Students were in Tier 3 of RTI and were not diagnosed with any disabilities.

aimswebPLUS Data: Universal Benchmarks administered by the pilot site

	Fall (No pilot) Percentile	Winter (Baseline of Pilot)	Spring (After Pilot)	Growth Pre-Pilot (fall to winter)	Growth post-pilot (winter to spring)
Student 1	8th percentile	12th percentile	56th percentile	4	44
Student 2	10th percentile	2nd percentile	27th percentile	-8	25
Student 3	30th percentile	18th percentile	90th percentile	-12	72
Student 4	4th percentile	4th percentile	22th percentile	0	18

Student #1	Baseline (January)	May (end of year)	Growth from January-May
	Grade Equivalence	Grade Equivalence	
Math Calculation Skills	0.9	1.8	0.9
Calculation	1.1	1.6	0.5
Math Facts Fluency	0.7	2	1.3
Student #2	**Baseline (January)**	**May (end of year)**	**Growth from January-May**
	Grade Equivalence	**Grade Equivalence**	
Math Calculation Skills	0.2	1.4	1.2
Calculation	0.4	1.9	1.5
Math Facts Fluency	0	1	1
Student #3	**Baseline (January)**	**May (end of year)**	**Growth from January-May**
	Grade Equivalence	**Grade Equivalence**	
Math Calculation Skills	0	1	1
Calculation	0.6	1	0.4
Math Facts Fluency	0	0.9	0.9
Student #4	**Baseline (January)**	**May (end of year)**	**Growth from January-May**
	Grade Equivalence	**Grade Equivalence**	
Math Calculation Skills	1	2.1	1.1
Calculation	1.3	1.6	0.3
Math Facts Fluency	0.6	2.7	2.1

Pilot Group #2: 3rd grade- Reading

Students enrolled in the reading pilot were in 3rd grade and had been diagnosed with educational disabilities. Two of our three students were retained and should be in fourth grade, putting them even more behind where they should be for their age. Student 3 had never reached above a first-grade level in reading prior to the pilot.

Student #1	August	May
Broad Reading Skills	1.7	2.9
Letter word ID	1.5	3
Oral Reading	1.8	3.2
Passage Comprehension	2.6	3.1
Reading	1.1	3
Reading Fluency	0.6	2.9
Sentence Reading Fluency	0	2.8
Word Attack	2.3	2.5

Student #2	August	May
Broad Reading Skills	1.1	1.7
Letter word ID	0.9	1.8
Oral Reading	0.9	1.8
Passage Comprehension	1.1	2.3
Reading	1	2
Reading Fluency	0.1	1.5
Sentence Reading Fluency	0	1.3
Word Attack	1.6	2.5

Student #3	August	May
Letter word ID	0	0.8
Oral Reading	0.1	1
Passage Comprehension	0	1.4
Reading	0	1

Reading Fluency	0	0.2
Word Attack	0.9	1.6

Pilot group #3: Kindergarten- Math

At the end of October 2022, 7 students enrolled in a math pilot group, as they were identified as needing additional math support and were not making progress within their Tier 3 intervention group. The data below show their average rate of improvement across 11 weeks of intervention (before joining the pilot) and their rate of improvement at the end of the pilot. Except for one student who didn't have daily attendance, all students grew significantly through MMGI and mastery-based learning. All students tested out of this intervention group at the end of December.

Average Rate of Improvement		
Student	**Pre-Pilot (11 weeks of intervention)**	**Post-Pilot (4 weeks of intervention)**
1	2.27	2.25
2	1.82	2.5
3	1.36	2.25
4	1	1.75
5	0.73	1.75
6	1.45	4
7	-0.45	3.75

*We could not assess students on the Woodcock-Johnson ACH IV for achievement levels due to timing and only having 4 weeks of intervention to make gains.

The primary lever that allows student achievement to accelerate back towards or on grade level is the use of mastery-based learning, with high opportunities to engage in practice and receive feedback. Students who did not achieve as high growth rates required adjustments in instructional design that I could not fulfill due to the structure of the pilot school. Potential interventions include more extended or multiple intervention blocks daily. Additionally, students were not grouped based on their instructional levels, which meant they sometimes received instruction they were not yet ready for or already knew. At Encompass, we will use multi-age groupings across grade bands and within each content area to ensure students receive the exact right instruction.

Attachment S: Employee Manual and Personnel Policies

ENCOMPASS
COMMUNITY SCHOOL

Employee Handbook
2025-2026

Introduction

Welcome to Encompass Community School! We're excited to have you on our team and look forward to your many contributions toward our mission:

At Encompass Community School, we leverage a mastery-based, student-centric approach to ensure all students thrive academically and personally.

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 Encompass employees

Please review this handbook carefully and direct any clarifying questions you have to the Encompass Leadership Team. Thank you!

Employment Policies

The following are foundational terms of your employment at Encompass Community School.

Equal opportunity employment

Encompass Community School ("Encompass") 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.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Encompass 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 or Executive Director.

Employment at will

Tennessee is an "at will" state, and unless stated otherwise, Encompass employees have an "at will" relationship with Encompass Community School. This means:

1. You are employed for an indefinite/unspecified time period, and
2. Either you or Encompass 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 Encompass's right to terminate an employee at any time for any reason.

Categories of employment

Encompass 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 workweek.

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 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. Encompass 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. Encompass 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 the Executive Director or Director of Operations and Finance.

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.

Background checks

The Metropolitan Nashville Public School District 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 Encompass 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, Encompass reserves the right to revoke the employment offer or terminate employment

The Workplace

Alcohol & drug-free workplace

Encompass is committed to providing a drug-free and alcohol-free workplace. Encompass 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 Encompass premises is prohibited and will result in disciplinary action up to and including termination.

Some work-related events (including those not sponsored by Encompass) 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. Encompass will handle all related discussions or referrals for treatment with the strictest confidentiality. If you enter an alcohol or drug rehabilitation program voluntarily and request a leave of absence to do so, Encompass will make every reasonable effort to grant the leave.

All Encompass employees are subject to random drug testing.

Smoking

In the interest of the health and safety of students and employees, smoking is prohibited on Encompass premises.

Attendance & tardiness

Encompass 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 Encompass in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance. Encompass will work to accommodate any religious appearance requirements if doing so will not place an undue burden on Encompass.

Encompass 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 Encompass leadership deems an employee's attire unsuitable, they 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, Encompass 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 Encompass or influence on Encompass 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 Encompass's mission or the employee's work at Encompass.

Political engagement

Encompass is a non-partisan organization. Employees may engage in partisan and election political activities though must not use their title or employment status with Encompass. Only the Executive Director or those approved by the Executive Director may represent Encompass in any official capacity during these private activities.

Safety

Encompass is committed to providing a safe environment and complying with all workplace safety requirements. Employees are responsible for familiarizing themselves with Encompass 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 Encompass facility.

Weapons

Encompass prohibits all persons, including employees, who enter Encompass 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 Encompass to carry a weapon on Encompass 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 and Communications

Equipment

Encompass provides employees access to technology such as computers, phones, email, cameras, and copy machines. Encompass property should be primarily used for conducting Encompass business. Please treat your Encompass-issued equipment with the same care and respect you would treat your property.

Encompass often purchases accidental damage protection and extended warranties for its technology equipment. However, suppose an employee demonstrates negligence or a consistent track record of damage/loss. In that case, Encompass 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 differently than other business-related information and messages as described below.

Communications

Employees shall not use Encompass email addresses to solicit for commercial ventures or 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.

Encompass 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 Encompass device are private or that Encompass representatives will not access or review this information. The contents of computers, voicemails, and e-mails may be disclosed as necessary by Encompass to satisfy public records requests.

Student Records

A cumulative record shall be kept for each student enrolled in an authorized charter school. The folder shall contain a health record, attendance record, and scholarship record; shall be kept current; and shall accompany the student through his/her school career. All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).

Information collected and maintained about individual students primarily is designed to assist in the educational development of the students and should be accessed and disclosed only for that purpose. Therefore, each authorized charter school shall keep the education records of all students confidential and to allow disclosure only to persons who are legally permitted to review such records.

Social Media

Encompass respects the right of its employees to express themselves through social media outlets. However, Encompass has an interest in protecting its brand and executing a communications strategy.

Postings authorized by Encompass : Encompass manages several social media accounts for informational and promotional purposes. Only employees authorized by relevant Encompass leadership may use social media accounts to conduct official Encompass 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 Encompass to engage in online discussions. Employees are prohibited from impersonating Encompass, making statements purportedly on its behalf without authorization, or making statements that can be construed as establishing Encompass’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 Encompass on social media or using social media to otherwise violate any terms of this handbook or other agreement the employee has entered into with Encompass.

Always remember that posted information is public information.

Interaction with Media

All media inquiries regarding Encompass and its operations must be referred to the Executive Director or Director of Operations and Finance. Only these Encompass leaders are authorized to make or approve public statements pertaining to Encompass. If you are contacted by the media about an Encompass matter, please decline comment unless previously authorized by the Executive Director or their designee.

In the interest of protecting the privacy rights of students and parents and preserving the instructional environment of our school, Encompass will grant media access to students only upon prior consent from a parent/guardian.

Compensation and Benefits

Pay schedule and format:

Encompass pays its employees on a semi-monthly 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, Encompass 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 and Finance or the Executive Director.

Withholdings

Encompass 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. Encompass 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 and Finance or the Executive Director 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 Finance 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, Encompass 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 Encompass, by law, to withhold part of your earnings in their favor.

Benefits

Full-time Encompass employees are eligible for benefits. Benefits are administered through two different organizations based on an employee's classification. Certificated employees (i.e. have an active TN teaching license) receive benefits through the Metropolitan Nashville Public School District. Support employees (i.e. do not have an active TN teaching license) receive benefits through the Metropolitan Nashville Government.

The actual Plan documents for any specific benefit will be the final authority and most up-to-date source of information on benefits provided to Encompass employees.

Paid Time Off (PTO): Holidays and Personal Days

The master calendar should be consulted for all federal and Encompass-designated holidays. Personal Days are days for personal time which an employee may voluntarily elect to be paid for not attending work as described below. Employees may take Personal Days 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.

Before requesting time off, a supervisor should be consulted to coordinate personal days to minimize multiple staff being out on the same day in a given grade level. Employees are also asked not to use 3 or more personal days 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 Encompass’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. Encompass 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 toward 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 Encompass 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 Encompass determines that an extended period of time away from the job will be in the best interest of the employee and the Encompass.

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 Executive Director or their 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. Encompass 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 Encompass 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. Encompass 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 Encompass, unless prohibited by any state or federal law.

Maternity/paternity leave:

Encompass 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. Encompass 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 and Review

General standards of conduct

Encompass expects its employees to act in a professional and responsible manner at all times. The following list provides examples of the conduct that Encompass 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 Encompass property, the property of an Encompass employee, or the property of an Encompass 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 Encompass document
- Careless work or repeated failure to meet quality standards
- Harassment of any kind
- Failure to cooperate in or interfering with an Encompass investigation

Employment guidelines

Violations of Encompass 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. Encompass reserves the right to skip any step in its disciplinary process, depending on the severity of the offense, at Encompass's sole discretion.

Performance improvement may be suggested whenever Encompass 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 Encompass. Encompass reserves the right to discharge "at will." Even if corrective counseling is implemented, Encompass may terminate employment at any step at the discretion of management.

Performance reviews

The Executive Director will be evaluated by the Board of Directors. All other employees will be evaluated by the Executive Director or his or her designee or both. Encompass will use an internal coaching structure for weekly performance feedback and the TEAM evaluation process to communicate the official written Evaluation.

Employee records:

Employee personnel records are the property of Encompass. 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 Encompass to contact you should the change affect your other records.

Encompass restricts disclosure of your personnel file to authorized individuals within Encompass or other individuals outside of Encompass, as required by law or business purposes. Only the Executive Director of their designee is authorized to release information about current or former employees. All personnel files are the property of Encompass and will be kept confidential to the extent allowed by the law. However, Encompass 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 the Encompass Community School Employee Handbook for the 2025-2026 academic year. I have read and understand the contents of this handbook and will act in accordance with these policies and procedures as a condition of my employment with Encompass Community School. 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 Encompass Community school 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 Encompass Community School 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 T: Letter of Coverage

MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1978

May 9th, 2024

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Encompass Community School

To whom it concerns:

Encompass Community School has begun the process of fulfilling the insurance requirements with Indian Harbor Insurance Company as required by the charter agreement. As stated by MNPS guidelines General Liability/Automobile Liability Policy: must be equal to or greater than $5,000,000. This insurance will be primary insurance and the first $1,000,000 dollars will be with a company licensed in Tennessee with an AM Best rating of at least A. The following $4,000,000 layer will be covered under an excess liability policy or an umbrella policy. This policy will name MNPS as an additional insured and will include contractual liability. The automobile coverage will cover all owned, hired and non-owned vehicles in the amount of $1,000,000 with the additional $4,000,000 excess layer.

The Professional Liability policy for the Directors and Officers of Encompass Community School will be equal to or greater than $5,000,000 and the Teacher Professional Liability cover will be equal or greater than $1,000,000. Workers Compensation and Employers Liability policy will be equal to or greater than $1,000,000 each accident, $1,000,000 each employee and $1,000,000 policy limit. Property and Boiler insurance policy will be provided if the Charter school purchase or leases the property being occupied. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.

Certificates of Insurance in a form satisfactory to the Chartering Authority shall be provided by Indian Harbor Insurance Company to the Chartering Authority prior to the commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement the sponsor will provide updated Certificates of Insurance forms upon expiration of the current certificates including a 10 day notice of cancellation and additional insured status.

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

Sincerely,

Taylor R Ragan, CIC, CAWC, CRA
Martin & Zerfoss, Inc.

M&Z
6730 CHARLOTTE PIKE
NASHVILLE, TN 37209
TEL 615 297-8500
FAX 615 269-7390
TF 888 297-8557
WWW.MARTINZERFOSS.COM

Attachment U: CMO Agreement

Not Applicable- Category 1 Applicant

Attachment V: Annual Report-

Not Applicable- Category 1 Applicant

Attachment W: Organizational Chart Year 1

Not Applicable- Category 1 Applicant

Attachment X: Organizational Chart Year 3

Not Applicable- Category 1 Applicant

Attachment Y: Organizational Chart Year 5

Not Applicable- Category 1 Applicant

Attachment Z: Previously Approved and Authorized Application for School Being Replicated

Not Applicable- Category 1 Applicant

Attachment AA: Budget Worksheet

Encompass Community School

New Charter School Application Budget Template

Proposed School Information

Proposed School Name	Encompass Community School
Lead Sponsor Name	Megan Garry
Lead Sponsor E-mail Address	mgarry@encompassnashville.org
Lead Sponsor Phone Number	662-641-2389
CMO/EMO Affiliation	n/a
Proposed Authorizer	MNPS
Proposed Opening Grade Level(s)	Kindergarten, 1st, 2nd and 3rd
Proposed Final Grade Level(s)	8
Proposed First Year of Operations	2025-26

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	102	175	225	275	325

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

Encompass Community School
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	42	50	50	50	50
1st Grade	20	50	50	50	50
2nd Grade	20	25	50	50	50
3rd Grade	20	25	25	50	50
4th Grade	0	25	25	25	50
5th Grade	0	0	25	25	25
6th Grade	0	0	0	25	25
7th Grade	0	0	0	0	25
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)	**102**	**175**	**225**	**275**	**325**
Change in Net Enrollment	**102**	**73**	**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	1	1	1	2	2
4th Grade	0	1	1	1	2
5th Grade	0	0	1	1	1
6th Grade	0	0	0	1	1
7th Grade	0	0	0	0	1
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	**5**	**7**	**9**	**11**	**13**
Change in Net # of Classes	**5**	**2**	**2**	**2**	**2**

	Other Key Assumptions Enter Estimated Percentages				
SPED %	18%	18%	15%	13%	13%
SPED Count	**18**	**32**	**34**	**36**	**42**
ELL %	13%	13%	13%	13%	13%
ELL Count	**13**	**23**	**29**	**36**	**42**
Anticipated Paid %	25%	25%	25%	25%	25%
Anticipated Reduced %	45%	45%	45%	45%	45%
Anticipated Free %	30%	30%	30%	30%	30%
Anticipated Paid Count	**25**	**43**	**56**	**68**	**81**
Anticipated Reduced Count	**46**	**79**	**101**	**124**	**146**
Anticipated Free Count	**31**	**53**	**68**	**83**	**98**
Total Free and Reduced Count	**77**	**132**	**169**	**207**	**244**
School Days	180	180	180	180	180
Attendance Rate	95%	95%	95%	95%	95%

Encompass Community School

New Charter School Application Budget Template

Pre-Opening Budget

Revenue Assumptions

		Year 0 2024-25	
Federal Revenues	**Rate/Assumption**	**Amount**	**Assumption Notes**
CSP Startup Grant	$0	$234,708	Assumes $234,708 in Y0, $350,000 in Y1 and $165,292 in Y2 (awarded full CSP contingent on authorization)
Fundraising & Philanthropy			**Detail any private funding sources**
Other	$400,000	$400,000	Combined $400,000 in anticipated funding from national and local funders. $100K already committed
Other			
Other			
Other			
Other			
Total Revenues		634,708	

Additional Space to Provide Fundraising Details

	Compensation Assumptions		
		Year 0	
		2024-25	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	$105,000	Executive Director
Assistant Principal	0.00	$0	
Special Education Coordinator	0.00	$0	
Deans, Directors	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Administrative Compensation	**1.00**	**105,000**	
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	0.50	$42,500	Director of Operations and Finance- January 2025 start date
Social Workers/Counseling	0.00	$0	
Other (Specify in Assumptions)	0.00	$0	
Total Non-Instructional Compensation	**0.50**	**42,500**	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	**1.50**		
Total Compensation		**147,500**	

	Employer Benefits & Tax Assumptions		
		Year 0	
		2024-25	
	Base Assumption		**Assumption Notes**
Social Security	6.20%	$9,145	6.2% of total compensation
Medicare	1.45%	$2,139	1.45% of total compensation
State Unemployment	$400 per employee	$600	$400/full-time employee
Disability/Life Insurance	0.10%	$148	.1% of total compensation
Workers Compensation Insurance	0.25%	$369	.25% of total compensation
Other Fringe Benefits			
Medical Insurance	$5,500	$8,250	$5.5K/full-time employee
Dental Insurance	$300	$450	$300/full-time employee
Vision Insurance	$75	$113	$75/full-time employee
Other Retirement			
Total Employer Benefits & Taxes		**21,213**	

	Operating Expenses		
		Year 0	
		2024-25	
Contracted Services			**Assumption Notes**
Professional Development	$5,000	$5,000	Assumes $5K for PD/External Consultants for ED and Dir of Ops and Finance
Financial Services	$2,000	$6,000	Assumes $2K/mo Apr - June for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Community Engagement Contractor	$10,000	$10,000	Assumes $10K/yr for community engagement contractor (planning year only- additional $10.2K is allocated yearly in 'Other Charges"
Legal Fees	$5,000	$5,000	Assumes $5K for potential legal fees
Copier Lease and Usage	$0	$0	
Internet and Phone Service	$750	$750	Assumes $750/mo in Jun for phone/internet bundle services + website fees
Student Meals	$0	$0	
Payroll Services	$7,200	$7,200	Assumes $6K set-up fee + $100/mo processing fee
Health Services	$0	$0	
Transportation	$0	$0	
IT Services	$0	$0	
Contracted SPED Services	$0	$0	
Insurance	$3,000	$3,000	Assumes $3K for D and O liability insurance- Assumes an increase as reflected in Year 1 throgh 5 budget as school grows
Postal Charges	$0	$0	
Bank Charges	$500	$500	Assumes $500 annually for account fees

Supplies & Materials			
Curriculum and Instructional Supplies	$531	$54,188	Y1 Curriculum Supplies
SIS/Data Support	$0	$0	
Student Supplies	$0	$0	
Faculty Supplies	$0	$0	
Library Books	$0	$0	
Testing & Evaluation	$0	$0	
Student Laptops	$12,500	$37,500	Assumes $12.5K/laptop cart, 35 laptops/cart, 1 computer/student for Y1
Faculty Laptops	$1,000	$18,000	Assumes $1K/computer for Y1 staff
Office Supplies	$1,000	$1,000	Assumes $1K for staplers, pens, paper, etc.
Printing Paper	$0	$0	
Field Trips	$0	$0	
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$0	

Facility Related Expenses			
Rent	$20	$17,000	$20/sqft for June only
Utilities	$2	$1,700	Assumes $2/ sqft for June only
Custodial	$1	$850	Assumes $1/ sqft for June only
Waste	$200	$200	Assumes $200/mo for June only
Faculty Furniture	$0	$0	
Student Furniture	$0	$0	
Internet/Network Equipment	$20,000	$20,000	Assumes $20K for internet infrastructure set-up and install
Other Equipment	$2,000	$10,000	Assumes $2K/Y1 classrooms for doc cameras and projectors
Building Decorum	$2,000	$2,000	Assumes $2K for signage, etc.
Tenant Improvements	$100,000	$100,000	For tenant improvements including ADA compliance and security
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$5,000	$5,000	Assumes $5K annually for postings, fairs, travel, stipends to recruit specific certified staff
Student Recruitment & Community Engagement	$20,200	$10,200	Assumes $5K annually for mailers, ads, referral incentves, etc. and $5,200 for independent lottery
Parent & Staff Meetings	$1,500	$1,500	Assumes $1.5K annually for supplies for parent and staff meetings
Authorizer Fee	$0	$0	Assumes $35K beginning in Y1Begins in Y1
Background checks	$40	$80	Assumes $40/new employee for background checks
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		**316,668**	
Total Expenses		**485,380**	

Encompass Community School

New Charter School Application Budget Template

Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP
Beginning Cash	-	-	**362,245**	**350,531**	**338,816**	**327,102**	**315,387**	**303,673**	**280,412**	**257,191**	**233,970**	**208,249**	**182,528**		
Revenues															
Federal Revenues	234,708	-	-	-	-	-	-	-	-	-	-	-	234,708	234,708	
Fundraising & Philanthropy	400,000	400,000	-	-	-	-	-	-	-	-	-	-	-	400,000	-
Total Revenues	634,708	400,000	-	-	-	-	-	-	-	-	-	-	234,708	634,708	-
Expenses															
Staffing	147,500	8,750	8,750	8,750	8,750	8,750	8,750	15,833	15,833	15,833	15,833	15,833	15,833	147,500	-
Employer Benefits & Taxes	21,213	1,240	1,240	1,240	1,240	1,240	1,240	2,296	2,296	2,296	2,296	2,296	2,296	21,213	-
Contracted Services	37,450	7,642	1,642	1,642	1,642	1,642	1,642	2,475	2,475	2,475	4,475	4,475	5,225	37,450	-
Supplies & Materials	110,688	83	83	83	83	83	83	83	83	83	83	83	109,771	110,688	-
Facility-Related Expenses	151,750	20,000	-	-	-	-	-	-	-	-	-	-	131,750	151,750	-
Other Charges	16,780	40	-	-	-	-	-	2,573	2,533	2,533	3,033	3,033	3,033	16,780	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	485,380	37,755	11,715	11,715	11,715	11,715	11,715	23,261	23,221	23,221	25,721	25,721	267,908	485,380	-
Operating Income (Loss)	149,328	362,245	(11,715)	(11,715)	(11,715)	(11,715)	(11,715)	(23,261)	(23,221)	(23,221)	(25,721)	(25,721)	(33,200)	149,328	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**362,245**	**350,531**	**338,816**	**327,102**	**315,387**	**303,673**	**280,412**	**257,191**	**233,970**	**208,249**	**182,528**	**149,328**		

Details of Cash Flow

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP	
Revenues	**Revenues**															**Assumption Notes**
Federal Revenues																
CSP Startup Grant	234,708	-	-	-	-	-	-	-	-	-	-	-	234,708	234,708	-	Jun
Fundraising & Philanthropy																
Other	400,000	$400,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	400,000	-	Jul
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**634,708**	**400,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**234,708**	**634,708**	**-**	

Compensation

	Year 0 2024-25 Total Budget	Year 0 2024-25 July	Year 0 2024-25 August	Year 0 2024-25 September	Year 0 2024-25 October	Year 0 2024-25 November	Year 0 2024-25 December	Year 0 2024-25 January	Year 0 2024-25 February	Year 0 2024-25 March	Year 0 2024-25 April	Year 0 2024-25 May	Year 0 2024-25 June	Year 0 2024-25 Total	Year 0 2024-25 AR/AP	
Compensation																**Assumption Notes**
Principal/School Leader	105,000	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	$8,750	105,000	-	Monthly
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	105,000	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**105,000**	**-**	
Instructional Staff																
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Eduacational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Instructional Staff																
Clerical Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	42,500	$0	$0	$0	$0	$0	$0	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	42,500	-	Jan-Jun
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	42,500	-	-	-	-	-	-	7,083	7,083	7,083	7,083	7,083	7,083	42,500	-	
Bonus	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**147,500**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**8,750**	**15,833**	**15,833**	**15,833**	**15,833**	**15,833**	**15,833**	**147,500**	**-**	

	Employer Benefits & Taxes															
	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
																Assumption Notes
Social Security	9,145	$543	$543	$543	$543	$543	$543	$982	$982	$982	$982	$982	$982	9,145	-	Based on employee start dates
Medicare	2,139	$127	$127	$127	$127	$127	$127	$230	$230	$230	$230	$230	$230	2,139	-	Based on employee start dates
State Unemployment	600	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	600	-	Based on employee start dates
Disability/Life Insurance	148	$9	$9	$9	$9	$9	$9	$16	$16	$16	$16	$16	$16	148	-	Based on employee start dates
Workers Compensation Insurance	369	$22	$22	$22	$22	$22	$22	$40	$40	$40	$40	$40	$40	369	-	Based on employee start dates
Other Fringe Benefits	-													-	-	
Medical Insurance	8,250	$458	$458	$458	$458	$458	$458	$917	$917	$917	$917	$917	$917	8,250	-	Based on employee start dates
Dental Insurance	450	$25	$25	$25	$25	$25	$25	$50	$50	$50	$50	$50	$50	450	-	Based on employee start dates
Vision Insurance	113	$6	$6	$6	$6	$6	$6	$13	$13	$13	$13	$13	$13	113	-	Based on employee start dates
Other Retirement	-													-	-	
Total Employer Benefits & Taxes	**21,213**	**1,240**	**1,240**	**1,240**	**1,240**	**1,240**	**1,240**	**2,296**	**2,296**	**2,296**	**2,296**	**2,296**	**2,296**	**21,213**	**-**	

	Operating Expenses															
	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	
	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Contracted Services																**Assumption Notes**
Professional Development	5,000							$833	$833	$833	$833	$833	$833	5,000	-	Jan - Jun
Financial Services	6,000										$2,000	$2,000	$2,000	6,000	-	Apr- Jun
Community Engagement Contractor	10,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	10,000	-	Monthly
Legal Fees	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Monthly
Copier Lease and Usage	-													-	-	
Internet and Phone Service	750												$750	750	-	Jun
Student Meals	-													-	-	
Payroll Services	7,200	$6,100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	7,200	-	Set-up cost in July; monthly for processing
Health Services	-													-	-	
Transportation	-													-	-	
IT Services	-													-	-	
Contracted SPED Services	-													-	-	
Insurance	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-	Monthly
Postal Charges	-													-	-	
Bank Charges	500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	500	-	Monthly
Supplies & Materials																
Curriculum and Instructional Supplies	54,188	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$54,188	54,188	-	Jun
SIS/Data Support	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Student Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Faculty Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Library Books	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Testing & Evaluation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Student Laptops	37,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$37,500	37,500	-	Jun
Faculty Laptops	18,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$18,000	18,000	-	Jun
Office Supplies	1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	1,000	-	Monthly
Printing Paper	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Field Trips	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Health Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

Facility Related Expenses																
Rent	17,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$17,000	17,000	-	Jun
Utilities	1,700	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,700	1,700	-	Jun
Custodial	850	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$850	850	-	Jun
Waste	200	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$200	200	-	Jun
Faculty Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Student Furniture	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Internet/Network Equipment	20,000	$20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	20,000	-	Jun
Other Equipment	10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000	10,000	-	Jun
Building Decorum	2,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,000	2,000	-	Jun
Tenant Improvements	100,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$100,000	100,000	-	Jun
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Charges																
Staff Recruitment	5,000	$0	$0	$0	$0	$0	$0	$833	$833	$833	$833	$833	$833	5,000	-	Jan - Jun
Student Recruitment & Community En	10,200	$0	$0	$0	$0	$0	$0	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	10,200	-	Jan - Jun
Parent & Staff Meetings	1,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500	$500	$500	1,500	-	Apr - Jun
Authorizer Fee	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Jul
Background checks	80	$40	$0	$0	$0	$0	$0	$40	$0	$0	$0	$0	$0	80	-	Jul; Jan
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**316,668**	**27,765**	**1,725**	**1,725**	**1,725**	**1,725**	**1,725**	**5,132**	**5,092**	**5,092**	**7,592**	**7,592**	**249,779**	**316,668**	**-**	
Total Expenses	**485,380**	**37,755**	**11,715**	**11,715**	**11,715**	**11,715**	**11,715**	**23,261**	**23,221**	**23,221**	**25,721**	**25,721**	**267,908**	**485,380**	**-**	

Encompass Community School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	102	175	225	275	325
# of Classes	5	7	9	11	13
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	1.00	1.00	1.00
Special Education Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	0.50	0.50	0.50	1.00	1.00
Other (Specify in Assumptions)					
Total Administrative FTE	**2.50**	**2.50**	**3.50**	**4.00**	**4.00**
Instructional Staff					
Teachers	5.00	7.00	9.00	14.00	18.00
Special Education Teachers	3.00	5.00	6.00	7.00	7.00
Educational Assistants/Aides	2.00	2.00	2.00	2.00	2.00
Related Arts Teachers	1.00	1.00	2.00	2.00	2.00
Other (Specify in Assumptions)			1.00	1.00	2.00
Total Instructional FTE	**11.00**	**15.00**	**20.00**	**26.00**	**31.00**
Non-Instructional Staff					
Clerical Staff	1.00	1.00	1.00	1.00	1.00
Custodial Staff					
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.50	0.50	0.50	0.50	0.50
Total Non-Instructional FTE	**3.50**	**3.50**	**3.50**	**3.50**	**3.50**
Total FTE	**17.00**	**21.00**	**27.00**	**33.50**	**38.50**

Encompass Community School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Compensation Assumptions

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
	Annual Increase	0.00%	1.50%	1.50%	1.50%	1.50%	
	Cumulative Increase	100.00%	101.50%	103.02%	104.57%	106.14%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$110,000	110,000	111,650	113,325	115,025	116,750	Executive Director
Assistant Principal	$85,000	-	-	87,569	88,883	90,216	Assistant Principal of K-5
Special Education Coordinator	$85,000	85,000	86,275	87,569	88,883	90,216	Director of Personalized Learning (will also teach 50% of time, as needed in Y1-3)
Deans, Directors	$85,000	42,500	43,138	43,785	88,883	90,216	Director of Community
Other (Specify in Assumptions)		-	-	-	-	-	
Total Administrative Compensation		**237,500**	**241,063**	**332,248**	**381,673**	**387,398**	
Instructional Staff							
Teachers	$58,000	290,000	412,090	537,777	849,091	1,108,064	General Education Teachers
Special Education Teachers	$55,000	165,000	279,125	339,974	402,586	408,625	EE and ELL Teachers
Instructional Assistants	$42,000	84,000	85,260	86,539	87,837	89,155	Instructional Assistants
Related Arts Teachers	$55,000	55,000	55,825	113,325	115,025	116,750	Related Arts/Enrichment
Other (Specify in Assumptions)	$55,000	-	-	56,662	57,512	116,750	Interventionist
Total Instructional Compensation		**594,000**	**832,300**	**1,134,278**	**1,512,051**	**1,839,343**	
Non-Instructional Staff							
Clerical Staff	$55,000	55,000	55,825	56,662	57,512	58,375	Office Manager
Custodial Staff	$0	-	-	-	-	-	
Operations	$85,000	85,000	86,275	87,569	88,883	90,216	Director of Operations and Finance
Social Workers/Counseling	$65,000	65,000	65,975	66,965	67,969	68,989	Social Worker
Other (Specify in Assumptions)	$65,000	32,500	32,988	33,482	33,985	34,494	Behavior analyst
Total Non-Instructional Compensation		**237,500**	**241,063**	**244,678**	**248,349**	**252,074**	
Other Compensation		15,000	16,500	18,000	19,500	21,000	Assumes $15K for summer school stipends + $1,500 increase
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		**1,084,000**	**1,330,925**	**1,729,204**	**2,161,572**	**2,499,815**	

Employer Benefits & Tax Assumptions

	Base Assumption	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Assumption Notes
Social Security	6.20%	$67,208	$82,517	$107,211	$134,017	$154,989	Assumes 6.2% of all wages
Medicare	1.45%	$15,718	$19,298	$25,073	$31,343	$36,247	Assumes 1.45% of all wages
State Unemployment	$400 per employee	$6,800	$8,400	$10,800	$13,400	$15,400	Assumes $400/employee
Disability/Life Insurance	0.10%	$1,084	$1,331	$1,729	$2,162	$2,500	Assumes .1% of all wages
Workers Compensation Insurance	1.80%	$19,512	$23,957	$31,126	$38,908	$44,997	Assumes 1.8% of all wages
Other Fringe Benefits	0.00%	$0	$0	$0	$0	$0	
	Health Insurance Annual Increase	5.00%	5.00%	5.00%	5.00%	5.00%	
	Cumultative Increase	105.00%	110.25%	115.76%	121.55%	127.63%	
Medical Insurance	$5,500	$93,500	$115,500	$148,500	$184,250	$211,750	Assumes $5.50K/employee annually
Dental Insurance	$300	$5,100	$6,300	$8,100	$10,050	$11,550	Assumes $300/employee annually
Vision Insurance	$75	$1,275	$1,575	$2,025	$2,513	$2,888	Assumes $75/employee annually
TCRS Certified Legacy	8.69%	$14,130	$17,349	$22,540	$28,176	$32,585	TCRS Legacy- assumes 15% of staff
TCRS Certified Hybrid	9.00%	$34,146	$41,924	$54,470	$68,090	$78,744	TCRS Hybrid- assumes 35% of staff
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	
Other Classified Retirement	12.46%	$67,506	$82,883	$107,686	$134,612	$155,676	Metro Support- assumes 50% of staff
Other Retirement	0.00%	$0	$0	$0	$0	$0	

	Revenue Assumptions		
		Year 1	
		2025-26	
	Annual Revenue Increase	0.00%	
	Cumultative Increase	100.00%	
State Revenues	**Rate/Assumption**		**Assumption Notes**
TISA Base Rate	$15,811	$1,612,722	Per TDOE Charter Office
TISA Weights			
TISA Direct			
Other			
Other			
Federal Revenues		$0	
Title I	$500	$51,000	Assumes $500/student
Title II	$50	$5,100	Assumes $50/student
Title III	$0	$0	
NSLP	$630	$64,260	Assumes $3.50/day reimbursement for lunch
E-Rate	$20,000	$20,000	Assumes $20K annually
CSP Startup Grant	$400,000	$350,000	Assumes $234,708 in Y0, $350,000 in Y1 and $165,292 in Y2 (awarded full CSP contingent on authorization)
IDEA	$500	$9,000	Assumes $500/SPED student
NSLP - Breakfast	$360	$36,720	Assumes $2/day reimbursement for breakfast
School Activity Revenues			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Fundraising & Philanthropy			
Other	$250,000	$250,000	$250,000 of anticipated funding from national and local funders
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Revenues		**2,398,802**	

Encompass Community School
New Charter School Application Budget Template
Year 1 Budget

		Year 1 2025-26	
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	1.00	110,000	Executive Director
Assistant Principal	0.00	-	
Special Education Coordinator	1.00	85,000	Director of Personalized Learning (will also teach 50% of time, as needed in Y1-3)
Deans, Directors	0.50	42,500	Director of Community
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	**2.50**	237,500	
Instructional Staff			
Teachers	5.00	290,000	General Education Teachers
Special Education Teachers	3.00	165,000	EE and ELL Teachers
Educational Assistants/Aides	2.00	84,000	Instructional Assistants
Elective Teachers	1.00	55,000	Related Arts/Enrichment
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	**11.00**	594,000	
Non-Instructional Staff			
Clerical Staff	1.00	55,000	Office Manager
Custodial Staff	0.00	-	
Operations	1.00	85,000	Director of Operations and Finance
Social Workers/Counseling	1.00	65,000	Social Worker
Other (Specify in Assumptions)	0.00	32,500	Behavior Analyst (part-time)
Total Non-Instructional Compensation	**3.50**	237,500	
Other Compensation		15,000	Assumes $15K for summer school stipends + $1,500 increase
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		**1,084,000**	

	Employer Benefits & Taxes	
	Year 1	
	2025-26	
		Assumption Notes
Social Security	67,208	Assumes 6.2% of all wages
Medicare	15,718	Assumes 1.45% of all wages
State Unemployment	6,800	Assumes $400/employee
Disability/Life Insurance	1,084	Assumes .1% of all wages
Workers Compensation Insurance	19,512	Assumes 1.8% of all wages
Other Fringe Benefits	-	
Medical Insurance	93,500	Assumes $5.5K/employee annually
Dental Insurance	5,100	Assumes $300/employee annually
Vision Insurance	1,275	Assumes $75/employee annually
TCRS Certified Legacy	14,130	TCRS Legacy- assumes 15% of staff
TCRS Certified Hybrid	34,146	TCRS Hybrid- assumes 35% of staff
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	67,506	Metro Support- assumes 50% of staff
Other Retirement	-	
Total Employer Benefits & Taxes	**325,979**	

	Operating Expenses		
		Year 1	
		2025-26	
Contracted Services			**Assumption Notes**
Professional Development	$50,000	$50,000	Assumes $42,000 in Year 1, Year 2 and Year 3 for Morningside Teacher's Academy partnership and $8K for additional PD. Assumes $10K annually starting in year 4
Financial Services	$65,000	$65,000	Assumes $65K annually for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Auditor	$2,000	$2,000	Assumes $2K for 990
Legal Fees	$5,000	$5,000	Assumes $5K/year for legal retainer
Copier Lease and Usage	$750	$9,000	Assumes $750/mo for 1 copier
Internet and Phone Service	$1,300	$15,600	Assumes $1300/mo for internet fees
Student Meals	$990	$100,980	Assumes $5.50/day for breakfast and lunch
Payroll Services	$400	$4,800	Assumes $400/mo for payroll processing fees
Health Services	$1,500	$15,000	Assumes $1500/mo Aug- May- contract services for school nurse
Transportation	$85,000	$110,000	Assumes $85K/bus 75% participation, 72 students/bus; $25K for additional special transportation
IT Services	$14,500	$14,500	Assumes $9K annually for tech support, computer repairs and $5.5k annually for erate consultant
Contracted SPED Services	$1,000	$18,000	Assumes $1K/SPED student
Insurance	$7,500	$7,500	Assumes $7,500 for D and O liability insurance, assumes an annual increase as operations and financial assets grow
Postal Charges	$5	$510	Assumes $5/student
Bank Charges	$1,000	$1,000	Assumes $1K annually
Supplies & Materials			
Curriculum and Instructional Supplies	$66	$19,050	Assumes $66/student for consumables + $7500/ new class
SIS/Data Support	$7,500	$7,500	Assumes $5K for enrollment software and $2.5K for SIS annually
Student Supplies	$35	$3,570	Assumes $35/student for consumable materials
Faculty Supplies	$200	$4,250	Assumes $200/FTE
Library Books	$30	$3,060	Assumes $30/student for classroom libraries
Testing & Evaluation	$50	$5,100	Assumes $50/student for assessments (aimswebPlus, Woodcock-Johnson)
Student Laptops	$12,500	$25,000	Assumes $12.5K/laptop cart, 35 laptops/cart
Faculty Laptops	$1,000	$4,000	Assumes $1K/laptop for new Y2 staff
Office Supplies	$500	$6,000	Assumes $500/mo
Printing Paper	$20	$2,040	Assumes $20/student
Field Trips	$1,500	$6,000	Assumes $3,000/grade level
Student Uniforms	$0	$0	
Gifts & Awards - Students	$10	$1,020	Assumes $10/student for incentives and recognition awards
Gifts & Awards - Teachers and Staff	$100	$1,700	Assumes $100/FTE for staff appreciation, etc
Health Supplies	$5	$510	Assumes $5/student

Facility Related Expenses			
Rent	$20	$216,580	Assumes $20/sqft for 10,829 sqft
Utilities	$2	$20,400	Assume 100 sqft/student, $2/sqft
Custodial	$1	$10,200	Assume 100 sqft/student, $1/sqft
Waste	$200	$2,400	Assumes $200/mo
Faculty Furniture	$750	$13,500	Assumes $750/employee
Student Furniture	$300	$30,600	Assumes $300/student
Internet/Network Equipment	$2,500	$2,500	Assumes $2500 annually for upgrades and repairs
Other Equipment	$2,000	$4,000	Assumes $2K/additional classroom in Y2 for doc cameras and projectors
Building Decorum	$2,000	$2,000	Assumes $2K annually for signage
Tenant Improvements	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other Charges			
Staff Recruitment	$5,000	$5,000	Assumes $5K annually for postings, fairs, travel, stipends to recruit specific certified staff
Student Recruitment & Community Engagement	$20,200	$20,200	Assumes $5K annually for mailers, ads, referral incentves, etc. and $10K to maintain community engagement consultants; assumes $5.2K for independent lottery service
Parent & Staff Meetings	$1,500	$1,500	Assumes $1,500 annually for supplies for parent and staff meetings
Authorizer Fee	$35,000	$35,000	Assumes $35K max authorizer fee
Background checks	$40	$640	Assumes $40/new employee for background checks
Debt Service			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Total Operating Expenses		**872,210**	
Total Expenses		**2,282,189**	

Encompass Community School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP
Beginning Cash	**149,328**	**149,328**	**149,756**	**125,518**	**102,841**	**164,164**	**162,622**	**159,579**	**385,537**	**366,495**	**363,453**	**411,911**	**249,096**		
Revenues															
State Revenues	1,612,722	-	161,272	161,272	161,272	161,272	161,272	161,272	161,272	161,272	161,272	-	161,272	1,612,722	-
Federal Revenues	536,080	100,000	-	-	100,000	19,635	19,635	124,135	19,635	19,635	69,635	19,635	44,135	536,080	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	250,000	125,000	-	-	-	-	-	125,000	-	-	-	-	-	250,000	-
Total Revenues	2,398,802	225,000	161,272	161,272	261,272	180,907	180,907	410,407	180,907	180,907	230,907	19,635	205,407	2,398,802	-
Expenses															
Staffing	1,084,000	90,333	90,333	90,333	90,333	90,333	90,333	90,333	90,333	90,333	90,333	90,333	90,333	1,084,000	-
Employer Benefits & Taxes	325,979	27,165	27,165	27,165	27,165	27,165	27,165	27,165	27,165	27,165	27,165	27,165	27,165	325,979	-
Contracted Services	418,890	14,409	38,807	38,807	38,807	38,807	38,807	40,807	38,807	38,807	38,807	38,807	14,409	418,890	-
Supplies & Materials	88,800	21,167	5,806	4,246	2,746	2,746	4,246	2,746	2,746	4,246	2,746	2,746	32,617	88,800	-
Facility-Related Expenses	302,180	69,273	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	21,173	302,180	-
Other Charges	62,340	2,225	2,225	2,225	19,725	2,225	2,225	2,225	19,725	2,225	2,225	2,225	2,865	62,340	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	2,282,189	224,572	185,509	183,949	199,949	182,449	183,949	184,449	199,949	183,949	182,449	182,449	188,562	2,282,189	-
Operating Income (Loss)	116,613	428	(24,237)	(22,677)	61,323	(1,542)	(3,042)	225,958	(19,042)	(3,042)	48,458	(162,814)	16,845	116,613	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		**149,756**	**125,518**	**102,841**	**164,164**	**162,622**	**159,579**	**385,537**	**366,495**	**363,453**	**411,911**	**249,096**	**265,941**		

Encompass Community School
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP	
Revenues							**Revenues**									**Assumption Notes**
State Revenues																**Assumption Notes**
TSA Base Rate	1,612,732	$0	$161,273	$161,273	$161,273	$161,272	$161,272	$161,272	$161,273	$161,273	$161,272	$0	$161,272	1,612,732	-	Aug - Apr - Jun
TSA Weights	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Aug - Apr - Jun
TSA Direct	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Aug - Apr - Jun
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Aug - Apr - Jun
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Federal Revenues																
Title I	51,808	$0	$0	$0	$0	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	$6,375	51,808	-	Nov - Jun
Title II	9,308	$0	$0	$0	$0	$638	$638	$638	$638	$638	$638	$638	$638	9,308	-	Nov - Jun
Title III	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
NSLP	64,358	$0	$0	$0	$0	$8,033	$8,033	$8,033	$8,033	$8,033	$8,033	$8,033	$8,033	64,358	-	Nov - Jun
E-Rate	20,808	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$19,980	20,808	-	Jul
CSP Startup Grant	380,808	$180,808	$0	$0	$100,000	$0	$0	$180,808	$0	$0	$93,000	$0	$0	380,808	-	Every other month
IDEA	9,808	$0	$0	$0	$0	$0	$0	$4,980	$0	$0	$0	$0	$4,980	9,808	-	Jan & Jun
NSLP - Breakfast	36,728	$0	$0	$0	$0	$4,590	$4,590	$4,590	$4,590	$4,590	$4,590	$4,590	$4,590	36,728	-	Nov - Jun
School Activity Revenues																
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Fundraising & Philanthropy																
Other	250,808	$120,808	$0	$0	$0	$0	$0	$120,808	$0	$0	$0	$0	$0	250,808	-	Jul & Jan
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	**2,388,803**	**320,808**	**161,273**	**161,273**	**361,273**	**188,907**	**188,907**	**450,607**	**180,907**	**180,907**	**318,907**	**19,615**	**330,607**	**2,388,803**	-	

Encompass Community School
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	110,000	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	110,000	-	Monthly
Assistant Principal		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	85,000	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	85,000	-	Monthly
Deans, Directors	42,500	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	$3,542	42,500	-	Monthly
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	**237,500**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**237,500**	-	
Instructional Staff																
Teachers	298,000	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	$24,167	290,000	-	Monthly
Special Education Teachers	165,000	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	165,000	-	Monthly
Educational Assistants/Aides	84,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	$7,000	84,000	-	Monthly
Elective Teachers	55,000	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	55,000	-	Monthly
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	**594,000**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**49,500**	**594,000**	-	
Non-Instructional Staff																
Clerical Staff	55,000	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	$4,583	55,000	-	Monthly
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	85,000	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	$7,083	85,000	-	Monthly
Social Workers/Counseling	65,000	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	65,000	-	Monthly
Other (Specify in Assumptions)	32,500	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	$2,708	32,500	-	Monthly
Total Non-Instructional Compensation	**237,500**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**19,792**	**237,500**	-	
Other Compensation	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	**1,084,000**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**90,333**	**1,084,000**	-	

Encompass Community School
New Charter School Application Budget Template
Year 1 Cash Flow

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 1 2025-26 Total	Year 1 2025-26 ARUP	Assumption Notes
Social Security	67,208	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	$5,601	67,208	-	Monthly
Medicare	15,718	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	$1,310	15,718	-	Monthly
State Unemployment	6,800	$567	$567	$567	$567	$567	$567	$567	$567	$567	$567	$567	$567	6,800	-	Monthly
Disability/Life Insurance	1,084	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	$90	1,084	-	Monthly
Workers Compensation Insurance	19,512	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	$1,626	19,512	-	Monthly
Other Fringe Benefits	-													-	-	
Medical Insurance	93,500	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	$7,792	93,500	-	Monthly
Dental Insurance	5,100	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	5,100	-	Monthly
Vision Insurance	1,275	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	$106	1,275	-	Monthly
TDRS Certified Legacy	14,130	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	$1,177	14,130	-	Monthly
TDRS Certified Hybrid	34,146	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	$2,846	34,146	-	Monthly
TDRS Classified Legacy	-													-	-	
TDRS Classified Hybrid	-													-	-	
Other Classified Retirement	67,326	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	$5,626	67,326	-	Monthly
Other Retirement	-													-	-	
Total Employer Benefits & Taxes	**325,979**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**27,165**	**325,979**	**-**	

Encompass Community School
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses

	Year 1 2025-26 Total Budget	Year 1 2025-26 July	Year 1 2025-26 August	Year 1 2025-26 September	Year 1 2025-26 October	Year 1 2025-26 November	Year 1 2025-26 December	Year 1 2025-26 January	Year 1 2025-26 February	Year 1 2025-26 March	Year 1 2025-26 April	Year 1 2025-26 May	Year 1 2025-26 June	Year 2 2025-26 Total	Year 2 2025-26 AR/AP	
Contracted Services																**Assumption Notes**
Professional Development	58,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Monthly
Financial Services	66,200	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	$5,417	65,000	-	Monthly
Auditor	2,000							$2,000						2,000	-	Jan
Legal Fees	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Monthly
Copier Lease and Usage	9,000	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	$750	9,000	-	Monthly
Internet and Phone Service	15,600	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	$1,300	15,600	-	Monthly
Student Meals	108,580	$0	$10,098	$10,098	$10,098	$10,098	$10,098	$10,098	$10,098	$10,098	$10,098	$10,098	$0	130,360	-	Aug - May
Payroll Services	4,800	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	$400	4,800	-	Monthly
Health Services	15,000	$0	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$0	15,000	-	Aug - May
Transportation	110,000	$0	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$0	110,000	-	Aug - May
IT Services	14,500	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	$1,208	14,500	-	Monthly
Contracted SPED Services	18,000	$0	$1,800	$1,800	$1,800	$1,800	$1,800	$1,800	$1,800	$1,800	$1,800	$1,800	$0	18,000	-	Aug - May
Insurance	7,500	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	7,500	-	Monthly
Postal Charges	510	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	510	-	Monthly
Bank Charges	1,000	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	$83	1,000	-	Monthly
Supplies & Materials																
Curriculum and Instructional Supplies	19,050	$19,050												19,050	-	Jan
SIS/Data Support	7,500	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	7,500	-	Monthly
Student Supplies	3,570	$0	$357	$357	$357	$357	$357	$357	$357	$357	$357	$357	$0	3,570	-	Aug - May
Faculty Supplies	6,250	$854	$854	$854	$854	$854	$854	$854	$854	$854	$854	$854	$854	6,250	-	Monthly
Library Books	3,060	$0	$3,060	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	3,060	-	Aug
Testing & Evaluation	5,100	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	$425	5,100	-	Monthly
Student Laptops	25,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$25,000	25,000	-	Jan
Faculty Laptops	4,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$4,000	4,000	-	Jan
Office Supplies	6,000	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	6,000	-	Monthly
Printing Paper	2,040	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	2,040	-	Monthly
Field Trips	6,000			$1,500			$1,500			$1,500			$1,500	6,000	-	Quarterly
Student Uniforms	-													-	-	
Gifts & Awards - Students	1,020	$0	$102	$102	$102	$102	$102	$102	$102	$102	$102	$102	$0	1,020	-	Aug - May
Gifts & Awards - Teachers and Staff	1,700	$0	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$0	1,700	-	Aug - May
Health Supplies	510	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	510	-	Monthly

Encompass Community School
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses																
Rent	216,580	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	$18,048	235,580	- Monthly
Utilities	20,400	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	$1,700	20,400	- Monthly
Custodial	10,200	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	$850	10,200	- Monthly
Waste	2,400	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	2,400	- Monthly
Faculty Furniture	18,500	$18,500													18,500	- 1st
Student Furniture	80,600	$80,600													80,600	- 1st
Internet/Network Equipment	2,500	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	2,500	- Monthly
Other Equipment	6,000	$6,000													6,000	- 1st
Building Decorum	2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	- Monthly
Tenant Improvements	-														-	-
Other	-														-	-
Other	-														-	-
Other	-														-	-
Other	-														-	-
Other	-														-	-
Other Charges																
Staff Recruitment	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	- Monthly
Student Recruitment & Community Engagement	20,200	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	$1,683	20,200	- Monthly
Parent & Staff Meetings	1,500	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	1,500	- Monthly
Authorizer Fee	35,000	$0	$0	$0	$17,500	$0	$0	$0	$17,500	$0	$0	$0	$0	$0	35,000	- Oct and Feb
Background checks	640	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$640	640	- 1yrs
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	872,210	107,074	88,011	86,451	82,451	84,951	86,451	86,951	82,451	86,451	84,951	84,951	71,064	872,210	-	
Total Expenses	2,282,189	224,372	185,109	183,949	199,949	182,449	183,949	184,449	199,949	183,949	182,449	183,449	188,162	2,282,189	-	

Encompass Community School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2025-26	2026-27	2027-28	2028-29	2029-30	
	Annual Revenue Increase	0.00%	0.00%	0.00%	0.00%	0.00%	
	Cumultative Increase	100.00%	100.00%	100.00%	100.00%	100.00%	
State Revenues	**Assumption**						**Assumption Notes**
TISA Base Rate	$15,811	1,612,722	$2,766,925	$3,557,475	$4,348,025	$5,138,575	Per TDOE Charter Office
TISA Weights		-	$0	$0	$0	$0	
TISA Direct		-	$0	$0	$0	$0	
Other		-	$0	$0	$0	$0	
Other		-	$0	$0	$0	$0	
Federal Revenues							
Title I	$500	51,000	$87,500	$112,500	$137,500	$162,500	Assumes $500/student
Title II	$50	5,100	$8,750	$11,250	$13,750	$16,250	Assumes $50/student
Title III	$0	-	$0	$0	$0	$0	
NSLP	$630	64,260	$110,250	$141,750	$173,250	$204,750	Assumes $3.50/day reimbusrement for lunch
E-Rate	$20,000	20,000	$20,000	$20,000	$20,000	$20,000	Assumes $20K annually
CSP Startup Grant	$0	350,000	$165,292	$0	$0	$0	Assumes $234,708 in Y0, $350,000 in Y1 and $165,292 in Y2 (awarded full CSP contingent on authorization)
IDEA	$500	9,000	$16,000	$17,000	$18,000	$21,000	Assumes $500/SPED student
NSLP - Breakfast	$360	36,720	$63,000	$81,000	$99,000	$117,000	Assumes $2/day reimbursement for breakfast
School Activity Revenues							
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
		-					
Fundraising & Philanthropy		-					
Other	$250,000	250,000	$0	$0	$0	$0	Assumes a combination of $250,000 in anticipated funding from national and local funders in Y1
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Total Revenues		**2,398,802**	**3,237,717**	**3,940,975**	**4,809,525**	**5,680,075**	

Encompass Community School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Compensation

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Assumption Notes
Administrative Staff						
Principal/School Leader	110,000	111,650	113,325	115,025	116,750	Executive Director with 1.5% COLA raise
Assistant Principal	-	-	87,569	88,883	90,216	Assistant Principal (K-5) with 1.5% COLA raise
Special Education Coordinator	85,000	86,275	87,569	88,883	90,216	Director of Personalized Learning (will also teach 50% of time, as needed in Y1-3) with 1.5% COLA raise
Deans, Directors	42,500	43,138	43,785	88,883	90,216	Director of Community (50% FTE Y1-3) with 1.5% COLA raise
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	**237,500**	**241,063**	**332,248**	**381,673**	**387,398**	
Instructional Staff						
Teachers	290,000	412,090	537,777	849,091	1,108,064	General Education Teachers with 1.5% COLA raise
Special Education Teachers	165,000	279,125	339,974	402,586	408,625	EE and ELL Teachers with 1.5% COLA raise
Eduacational Assistants/Aides	84,000	85,260	86,539	87,837	89,155	Education Assistants with 1.5% COLA raise
Elective Teachers	55,000	55,825	113,325	115,025	116,750	Related Arts/Enrichment Teachers with 1.5% COLA raise
Other (Specify in Assumptions)	-	-	56,662	57,512	116,750	Interventionists with 1.5% COLA raise
Total Instructional Compensation	**594,000**	**832,300**	**1,134,278**	**1,512,051**	**1,839,343**	
Non-Instructional Staff						
Clerical Staff	55,000	55,825	56,662	57,512	58,375	Office Manager with 1.5% COLA raise
Custodial Staff	-	-	-	-	-	
Operations	85,000	86,275	87,569	88,883	90,216	Director of Operations and Finance with 1.5% COLA raise
Social Workers/Counseling	65,000	65,975	66,965	67,969	68,989	Social Worker with 1.5% COLA raise
Other (Specify in Assumptions)	32,500	32,988	33,482	33,985	34,494	Behavior analyst (part-time) with 1.5% COLA raise
Total Non-Instructional Compensation	237,500	241,063	244,678	248,349	252,074	
Other Compensation	15,000	16,500	18,000	19,500	21,000	Assumes $15K for summer school stipends + $1,500 increase
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	**1,084,000**	**1,330,925**	**1,729,204**	**2,161,572**	**2,499,815**	

Employer Benefits & Taxes						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2025-26	2026-27	2027-28	2028-29	2029-30	
						Assumption Notes
Social Security	67,208	82,517	107,211	134,017	154,989	Assumes 6.2% of all wages
Medicare	15,718	19,298	25,073	31,343	36,247	Assumes 1.45% of all wages
State Unemployment	6,800	8,400	10,800	13,400	15,400	Assumes $400/employee
Disability/Life Insurance	1,084	1,331	1,729	2,162	2,500	Assumes .1% of all wages
Workers Compensation Insurance	19,512	23,957	31,126	38,908	44,997	Assumes 1.8% of all wages
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	93,500	115,500	148,500	184,250	211,750	Assumes $5.5K/employee annually
Dental Insurance	5,100	6,300	8,100	10,050	11,550	Assumes $300/employee annually
Vision Insurance	1,275	1,575	2,025	2,513	2,888	Assumes $75/employee annually
TCRS Certified Legacy	14,130	17,349	22,540	28,176	32,585	TCRS Legacy- assumes 15% of staff
TCRS Certified Hybrid	34,146	41,924	54,470	68,090	78,744	TCRS Hybrid- assumes 35% of staff
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	67,506	82,883	107,686	134,612	155,676	Metro Support- assumes 50% of staff
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	**325,979**	**401,034**	**519,260**	**647,520**	**747,325**	

Operating Expenses							
		Year 1	Year 2	Year 3	Year 4	Year 5	
		2025-26	2026-27	2027-28	2028-29	2029-30	
	Annual Expense Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
	Cumultative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
Contracted Services							**Assumption Notes**
Professional Development	$10,000	50,000	$50,000	$50,000	$10,000	$10,000	Assumes $42,000 in Year 2 and 3 for Morningside Teacher's Academy partnership and $8K for additional PD. Assumes $10K annually starting in year 4
Financial Services	$65,000	65,000	$66,300	$67,626	$68,979	$70,358	Assumes $65K annually for back-office services (AP, payroll, accounting, financial reporting, budgeting, etc.)
Auditor	$17,000	2,000	$17,340	$17,687	$18,041	$18,401	Assumes $15K for audit and $2K for 990 in Y2-5
Legal Fees	$5,000	5,000	$5,100	$5,202	$5,306	$5,412	Assumes $5K/year for legal retainer
Copier Lease and Usage	$750	9,000	$9,180	$18,000	$18,360	$18,727	Assumes $750/mo for 1 copier; 2 copiers by Y3
Internet and Phone Service	$1,300	15,600	$15,912	$16,230	$16,555	$16,886	Assumes $1300/mo for internet fees
Student Meals	$990	100,980	$173,250	$222,750	$272,250	$321,750	Assumes $5.50/day for breakfast and lunch
Payroll Services	$400	4,800	$4,896	$4,994	$5,094	$5,196	Assumes $400/mo for payroll processing fees
Health Services	$1,500	15,000	$15,300	$15,606	$15,918	$16,236	Assumes $1500/mo Aug- May- contract services for school nurse
Transportation	$85,000	110,000	$195,000	$280,000	$280,000	$365,000	Assumes $85K/bus 75% participation, 72 students/bus; $25K for additional special transportation
IT Services	$14,500	14,500	$14,790	$15,086	$15,388	$15,695	Assumes $9K annually for tech support, computer repairs and $5.5k annually for erate consultant
Contracted SPED Services	$1,000	18,000	$32,000	$34,000	$36,000	$42,000	Assumes $1K/SPED student
Insurance	$5,000	7,500	$12,650	$17,903	$23,261	$28,726	Assumes $20K plus $5K for each additonal grade annually for D and O liability insurance
Postal Charges	$5	510	$875	$1,125	$1,375	$1,625	Assumes $5/student
Bank Charges	$1,000	1,000	$1,020	$1,040	$1,061	$1,082	Assumes $1K annually
Supplies & Materials							
Curriculum and Instructional Supplies	$15,750	19,050	$26,931	$27,470	$28,019	$28,579	Assumes $66/student for consumables + $7500/ new class
SIS/Data Support	$7,500	7,500	$7,650	$7,803	$7,959	$8,118	Assumes $5K for enrollment software and $2.5K for SIS annually
Student Supplies	$35	3,570	$6,125	$7,875	$9,625	$11,375	Assumes $35/student for consumable materials
Faculty Supplies	$200	4,250	$4,200	$5,400	$6,700	$7,700	Assumes $200/FTE
Library Books	$25	3,060	$4,375	$5,625	$6,875	$8,125	Assumes $25/student for classroom libraries
Testing & Evaluation	$50	5,100	$8,750	$11,250	$13,750	$16,250	Assumes $50/student for assessments (aimswebPlus, Woodcock-Johnson)
Student Laptops	$12,500	25,000	$26,000	$9,000	$26,000	$5,000	Assumes $12.5K/laptop cart, 35 laptops/cart, 1:1 ratio + $1K/year for replacements; $5K in Y5 for replacements
Faculty Laptops	$1,000	4,000	$6,000	$6,000	$5,000	$5,000	Assumes $1K/laptop for new employees; $5K in Y5 for replacements
Office Supplies	$500	6,000	$6,120	$6,242	$6,367	$6,495	Assumes $500/mo
Printing Paper	$20	2,040	$3,500	$4,500	$5,500	$6,500	Assumes $20/student
Field Trips	$1,500	6,000	$7,500	$9,000	$10,500	$12,000	Assumes $1.5K/grade
Gifts & Awards - Students	$10	1,020	$1,750	$2,250	$2,750	$3,250	Assumes $10/student for incentives and recognition awards
Gifts & Awards - Teachers and Staff	$100	1,700	$2,100	$2,700	$3,350	$3,850	Assumes $100/FTE for staff appreciation, etc
Health Supplies	$5	510	$875	$1,125	$1,375	$1,625	Assumes $5/student

Facility Related Expenses		**10,829**	**12,779**	**16,289**	**29,517**	**32,962**	
Rent	$20	216,580	$255,580	$325,780	$737,913	$824,038	Assumes facilitiy plan projection ($20 per sq. foot in Y1-3 and $25 starting in Y4)- Y2: 12,779 sq ft, Y3: 16,289 sq ft., Y4: 29,517 sq. ft, Y5: 32,962 sq. ft.
Utilities	$2	20,400	$35,000	$45,000	$65,000	$65,000	Assume 100 sqft/student, $2/sqft
Custodial	$1	10,200	$17,500	$22,500	$32,500	$32,500	Assume 100 sqft/student, $1/sqft
Waste	$200	2,400	$2,448	$2,497	$2,547	$2,598	Assumes $200/mo
Faculty Furniture	$750	13,500	$5,000	$6,500	$6,500	$5,750	Assumes $750/new staff + $2K annually Y2-Y5 for replacements
Student Furniture	$300	30,600	$23,900	$17,000	$17,000	$17,000	Assumes $300/new student + $2K annually Y2-Y5 for replacements
Internet/Network Equipment	$2,500	2,500	$2,500	$2,500	$22,550	$2,500	Assumes $20K in Y4 for installation and $2500 in Y5 for upgrades and repairs
Other Equipment	$2,000	4,000	$4,000	$4,000	$4,000	$2,000	Assumes $2K/classroom + replacements starting in Y5 for doc cameras and projectors
Building Decorum	$2,000	2,000	$2,000	$2,000	$2,000	$2,000	Assumes $2K annually for signage
Tenant Improvements			$0	$300,000	$0	$0	Assumes $300K for tenant improvements in Y3 as school transitions to larger space
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other Charges							
Staff Recruitment	$5,000	5,000	$5,100	$5,202	$5,306	$5,412	Assumes $5K annually for postings, fairs, travel, stipends to recruit specific certified staff
Student Recruitment & Community Engagement	$20,200	$20,200	$20,604	$21,016	$21,436	$21,865	Assumes $5K annually for mailers, ads, referral incentves, etc. and $10K to maintain community engagement consultants; and $5,200 for independent lottery
Parent & Staff Meetings	$1,500	1,500	$1,530	$1,561	$1,592	$1,624	Assumes $1,500 annually for supplies for parent and staff meetings
Authorizer Fee	$35,000	35,000	$35,000	$35,000	$35,000	$35,000	Assumes $35K max authorizer fee
Background checks	$40	640	$320	$400	$400	$400	Assumes $40/new employee for background checks
Debt Service							
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Other	$0	-	-	-	-	-	
Total Operating Expenses		**872,210**	**1,135,971**	**1,664,445**	**1,875,101**	**2,078,650**	
Total Expenses		**2,282,189**	**2,867,930**	**3,912,909**	**4,684,193**	**5,325,789**	

Encompass Community School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Starting Fund Balance	-	149,328	265,941	635,728	663,794	789,125
State Revenues	-	1,612,722	2,766,925	3,557,475	4,348,025	5,138,575
Federal Revenues	234,708	536,080	470,792	383,500	461,500	541,500
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	400,000	250,000	-	-	-	-
Total Revenues	634,708	2,398,802	3,237,717	3,940,975	4,809,525	5,680,075
Staffing	147,500	1,084,000	1,330,925	1,729,204	2,161,572	2,499,815
Employer Benefits & Taxes	21,213	325,979	401,034	519,260	647,520	747,325
Contracted Services	37,450	418,890	613,613	767,249	787,587	937,096
Supplies & Materials	110,688	88,800	111,876	106,240	133,770	123,867
Facility-Related Expenses	151,750	302,180	347,928	727,777	890,010	953,386
Other Charges	16,780	62,340	62,554	63,179	63,734	64,301
Debt Service	-	-	-	-	-	-
Total Expenses	485,380	2,282,189	2,867,930	3,912,909	4,684,193	5,325,789
Net Income	149,328	116,613	369,787	28,066	125,332	354,286
Ending Fund Balance	149,328	265,941	635,728	663,794	789,125	1,143,411

Attachment BB: Budget Narrative

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

In order to successfully implement our school model, several things must be true in our financial model.

Staffing

First and foremost, our model only works with an excellent, well-trained staff. In order to recruit high-quality staff, we've budgeted $5,000 annually for staff recruitment for the 4-6 new team members we'll hire each year. Salaries are competitive with the local market. Additionally, in the first three years of operations, we invest an average of $2,390/FTE to ensure staff has access to high-quality and ongoing training aligned to the key components of Encompass- mastery-based learning, and whole-child development, learning, and thriving. This high level of investment in professional development increases our ability to retain more than 85% of our staff each year.

The staffing model also reflects critical elements of our model: a two-teacher model, appropriate staffing for our projected special populations' enrollment, investment in a social work and behavior analyst, enrichment staffing, community outreach leadership, and operations support. All of these are critical to ensuring strong execution of our model.

Slow Growth

Encompass will employ a "slow-growth" approach to student enrollment. We'll open with smaller enrollment numbers across two classes of kindergarteners, one class of first grade, one class of second grade, and one third-grade class. Starting in year two, we will grow by one grade each year. Also starting in year two, we will grow by one classroom, starting in first grade to scale towards two classrooms per grade level. This means that our founding year enrollment is less than our enrollment at scale. We do this to ensure high-quality implementation of our school model, operations, and staff training in the early years.

Instructional Materials

Our model doesn't require tremendously specialized instructional materials - as the most important work is happening at the staffing level. That said, our teachers and students will require 1:1 computers and curricular materials to support their work. As such, our budget

reflects $10,000 per laptop cart, and generous allowances for student supplies, books, paper, copier leases, and instructional materials.

Wraparound Services

As a community school committed to Whole-Child Development, Wraparound Services are a critical component of our model. This commitment shows up in several places in our budget. First, as noted above, it shows up in our staffing. Specifically, we hire a Director of Community and a social worker in year one. Additionally, we budget additional resources for student recruitment and community engagement each year so that we can maintain our Community Engagement team - who are critical in staying connected to community needs. While we anticipate many additional resources will be provided through our burgeoning community partnerships, our budget ensures that key resources are fully funded.

Transportation

As mentioned in **Section 2.7**, the Encompass community was clear that transportation was a rate-limiting factor for many of them. In order to ensure our school serves its target community for years to come, we must budget aggressively for transportation. As a result, our budget reflects a transportation budget that ensures all students who need transportation can access it. Specifically, we assume 75% of our students will take advantage of this resource - much higher than neighboring schools - and we budget accordingly with $85,000 per bus. We further detail these calculations in **Table 1** below.

Table 1: Transportation Cost Calculations

	Y1	Y2	Y3	Y4	Y5	Notes
Enrollment	102	175	225	275	325	
Students Participating in Transportation (75% of enrollment)	76.5	131.3	168.8	206.3	243.8	
Buses required (72 per bus)	1.1	1.8	2.3	2.9	3.4	
Buses required (rounded)	**1.0**	**2.0**	**3.0**	**3.0**	**4.0**	Rounded to 1 in YR1 due to the number of students participating being very close to 72
Cost Per Bus	$85,000	$85,000	$85,000	$85,000	$85,000	
Bus Costs	$85,000	$170,000	$255,000	$255,000	$340,000	
Special Education Transportation Costs	$25,000	$25,000	$25,000	$25,000	$25,000	
Total Transportation Costs	**$110,000**	**$195,000**	**$280,000**	**$280,000**	**$365,000**	

Overall Financial Health

While these inputs are critical to the successful implementation of our model, we must also ensure that our model can be executed in a fiscally responsible manner. To that end, Encompass will manage its finances to meet the financial management standards specified in the Model Charter School Performance Framework[183], specifically:

- Near Term Indicators
    - Current Ratio is greater than or equal to 1.1
    - Days Cash is 30 days or greater in the first two years of operation
    - Enrollment variance equals or exceeds 95%
    - Remain in compliance with all contracts and any debt agreements
- Sustainability Measures:
    - Maintains a positive cumulative total margin
    - Debt to asset ratio is less than 0.9

[183] Tennessee Department of Education. Model Charter School Performance Framework. (2018) https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/Charter_School_Model_Performance_Framework.pdf

- Multi-year cumulative cash flow is positive
- Debt service coverage ratio is equal to or exceeds 1.1

The proposed operating budget in **Attachment AA** is consistent with these standards and will ensure the school is able to build sustainably while executing our mission and vision through our academic programming.

b. An explanation of student enrollment and TISA projections

Enrollment

Encompass's budget is based on the enrollment projections illustrated in **Table 2.** Through our robust and purposeful community engagement work, we have received **509** interest-to-enroll forms, **221** of which will be K-3 students in 2025, our proposed opening year and grades. As we continue our engagement work, we predict these numbers will continue to grow, and are strong evidence that we will be fully enrolled starting day one. That said, in the spirit of fiscal conservatism, the numbers outlined below are lower than our full-capacity enrollment projections (**Section 1.2**). This means that, in the event that our enrollment targets are not fully met, our budget can still support our model.

Table 2: Enrollment Assumptions

Grade Level	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029
K	42	50	50	50	50
1	20	50	50	50	50
2	20	25	50	50	50
3	20	25	25	50	50
4		25	25	25	50
5			25	25	25
6				25	25
7					25
Totals	**102**	**175**	**225**	**275**	**325**

TISA Projections

TISA projections reflected in our budget are calculated using a flat rate provided by the TDOE Charter Office. While we anticipate that these numbers will fluctuate from year to year, the budget reflects a static rate. Given the demographics of Encompass's target population, we anticipate our enrollment will include:

- 75% free and reduced lunch enrollment;
- 18% starting special education enrollment; and,
- 13% ELL enrollment.

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

d. If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.

a. If the proposed school is still in the application process, the narrative should disclose where they are at in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.

e. Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.

Generally speaking, Encompass's budget reflects a high degree of fiscal conservatism. We anticipate minimal dependence on fundraising outside of our startup year, we reflect a 0% inflation rate on other income streams, and - as mentioned in section b - we build a budget that reflects the full needs of our projected student population while estimating slightly lower enrollment. Additionally, Encompass's budget reflects a 2% inflation adjustment for operating expenses.

Fundraising and Grants

Encompass's year 0 budget includes a projected $234,708 (secured via CSP, contingent on authorization) for a single federal grant and $400,000 in fundraising. Encompass's year 1 budget includes a projected $350,000 (CSP) for a single federal grant and $250,000 in fundraising.

Encompass was awarded $750K in CSP grant funds in March 2024, contingent on authorization. This is $150K higher than what was initially projected in the application budget.

The remaining fundraising ($400,000 in pre-opening and $250,000 in year 1) will come from a variety of sources. Encompass has already secured $100K of the $400K of philanthropic funds. Additionally, Encompass believes the probability of securing a $215,000 grant from NewSchools Venture Fund is very high as the investment team's recommendation is pending only the NewSchools Board's approval.;

First, it's important to note that most philanthropic donors will only fund authorized schools - so our ability to fully secure funds is contingent upon authorization. That said, our Lead Founder, Board of Directors, and supporters have been hard at work laying the foundation for a strong fundraising position post-authorization.

That said, we anticipate securing the combined $650,000 of funding over years 0-1 from the following:

1. City Fund – see Attachment G, conversations underway
2. Joe C. Davis - conversations underway
3. Jefferson Bridge Capital - see Attachment G, conversations underway
4. NewSchools Venture Fund – award pending NSVF approval (June-July 2024)
5. The Louis Calder Foundation - anticipated application winter 2024
6. Charter School Growth Fund - anticipated application Fall of 2024

Attachment G, CityFund has indicated that:

> “Since 2016, the City Fund board of directors has approved over $10M in grants to support public education efforts in Nashville. A portion of that budget is allocated towards creating high-performing public charter schools. Upon authorization, **we are prepared to provide financial support to the Encompass Community School team as they work to create a new public school model for the Nashville community.** Encompass will employ a mastery-based learning model that allows for flexible groupings across grade levels a student-centric approach that will ensure all students thrive academically and personally. This is the type of innovative school model our community needs. We are confident in Encompass Community School’s academic and financial leadership capacity to launch a high-quality option for kids and families in Nashville, and we respectfully encourage you to authorize the school.”

In addition to these specific funding sources, Encompass’s Board is a veritable powerhouse of fundraisers. Our Board has extensive experience in both individual fundraising and grant procurement. This, combined with our research of the funding sources listed above, leave our team confident that the projected revenues can be raised.

In years 2-5, Encompass assumes $0 in fundraising and federal grants. While we intend to aggressively pursue any funding that can enrich our students' experience, we believe our model can be fully funded on public dollars once we navigate the opening years.

Other Revenue Sources

Table 3 illustrates the other revenue sources included in our budget. TISA is the only state funding included. Federal funding includes $500/student for Title I, $50/student for Title II, $500/SPED student for IDEA, $3.50/student/day NSLP lunch reimbursement, and $2/student/day NSLP breakfast reimbursement. The school also assumes $20,000 of annual revenue from e-rate which will offset the cost of the internet infrastructure installation and internet fees each year.

Table 3: Revenue Sources

Revenue	Rate	Driver	Source of Rate Assumption
TISA Base Rate	$15,811	Per student	Per TDOE Charter Office
Title I	$500	Per student	Rate historically used in charter applications; no other info available
Title II	$50	Per student	Rate historically used in charter applications; no other info available
IDEA	$500	Per SPED student	Conservative estimated based on current paid rate
Erate	$20,000	Annually	Estimate based on other schools' data
NSLP	$3.50 lunch $2 breakfast	Per student	Estimate based on other schools' data

We provide further detail for the calculations detailed in Attachment AA for nutrition budget in **Table 4.**

Table 4: Calculation Detail of USDA in Attachment AA

	Y1	Y2	Y3	Y4	Y5	Notes
USDA Breakfast Reimbursements	$36,720	$63,000	$81,000	$99,000	$117,000	"Year 2 Through 5 Budget" row 32
USDA Lunch Reimbursements	$64,260	$110,250	$141,750	$173,250	$204,750	"Year 2 Through 5 Budget" row 28
Total Reimbursement Revenue	**$100,980**	**$173,250**	**$222,750**	**$272,250**	**$321,750**	
Student Meals	**$100,980**	**$173,250**	**$222,750**	**$272,250**	**$321,750**	"Year 2 Through 5 Budget" row 127
Balance	**$0**	**$0**	**$0**	**$0**	**$0**	

Taken together, these revenue projections put Encompass in a strong and healthy financial position.

f. Provide an explanation of all anticipated expenditures, including those identified in Subpart III.I.d

Staffing

Encompass's staffing plan is outlined in **Table 5.** In years 0 and 1, we establish foundational administrative, along with cohort based instructional staffing. In future years, most staffing will grow in kind as our student population grows, with a few additional administrative positions.

Table 5: Staffing Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1
Assistant Principal (K-5)	0	0	1	1	1
Director of Personalized Learning	1	1	1	1	1
Director of Community	.5	.5	.5	1	1

General Education Teachers	5	7	9	14	18
EE and ELL Teachers	3	5	6	7	7
Instructional Assistant	2	2	2	2	2
Related Arts	1	1	2	2	2
Interventionists	0	0	1	1	2
Office Manager	1	1	1	1	1
Director of Operations and Finance	1	1	1	1	1
Social Worker	1	1	1	1	1
Behavior Analyst					
TOTAL STAFF:	**17**	**21**	**27**	**33.5**	**38.5**

The school will continue to add students and staff beyond year 5, reaching full growth with K-8 in 2033-2034. 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 financial services, custodial services, legal counsel, and IT support.

Compensation

Salaries for staff are competitive against local public schools. The Executive Director and Director of Operations and Finance will start in Year 0 with salaries of $105,000 and $85,000, respectively. The Director of Personalized Learning, Director of Community, and Office Manager will start in Year 1 with starting salaries of $85,000, $85,000 and $55,000, respectively. The Social Worker and Behavior Analyst will also start in Year 1 with salaries of $65,000 and $65,000 (at 50%), respectively. The Director of Community will start as a part-time role and will become full-time in year 4. The Assistant Principal of Instruction will start in Year 3 at $87,569.

For the largest staffing category, teachers, the school has budgeted a starting salary of $58,000. This projection applies to all general education, special education and EL certified teachers. This number is meant to be an average. Subject to individual experience and credentials, individual salaries may vary. In year 3 and year 5, Encompass will hire an

interventionist. Two Instructional Assistants will start in Year 1 with a starting salary of $42,000.

A 1.5% increase has been applied to all future year salaries as a cost-of-living adjustment. Resources permitting, Encompass Community School will evaluate opportunities to increase compensation and/or add bonuses to remain competitive.

Employer Benefits and Liabilities

Encompass Community School 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 $400/employee. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1.8% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), Encompass Community School has assumed an 8.69% employer contribution for Certified Legacy staff (assumed at 15% of staff), a 9% employer contribution for Certified Hybrid staff (assumed at 35% of staff), and a 12.46% employer contribution for Classified staff (assumed at 50% of staff). This is a conservative approach by assuming 50% of staff will be classified (highest rate).

Encompass has accounted for the costs for employer-paid portion of health benefits for its teachers and staff to the following:

- Medical - average of $5,500 per employee
- Dental - average of $300 per employee
- Vision - average of $75 per employee

These amounts are based on the following assumptions:

- Pay a significant percentage (at least 75%) of single employee coverage and a portion of family benefits above single coverage
- A significant percentage of Encompass' teachers and staff will have single coverage (based on the operating history of other charter schools)
- Rates will be similar to quotes recently provided to other startup charter schools in the Nashville area by major insurance companies.

Given the number of drivers that will go into the final cost, the school has conservatively prepared to incur these costs for all FTEs. Each subsequent year, a 5% year-over-year

increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

Salaries and benefits, in total, represent 57% to 62% of the school's operating expenses.

Contracted Services

Contracted services are expected to grow as the school grows. Starting at approximately $418,890 in Year 1, this will increase to approximately $937,343 in Year 5. The major expenses in this category in the first year are:

- $100,980– for student meals at $2/student for breakfast, $3.50/student for lunch
- $7,500 – for D and O liability insurance
- $65,000 – 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.)
- $18,000 – for additional contracted SPED services; assumes $1K/SPED student
- $110,000- for $85K for one bus at 75% participation or 72 students + $25K for special transportation
- $15,000- Contracted health services through licensed nurse

In addition, the school plans on incurring additional expenses that are critical to the successful operation of the school. These contracted expenses include but are not limited to professional development, audit, legal, copier, internet, payroll, health, IT, postal and bank fees.

Supplies & Materials

Year 1 has $88,800 budgeted in various supplies and materials, both instructional and non-instructional in nature. This also includes staff and student computers. By Year 5, this category totals $123,867. Depending on the line item, these expenses are driven by the number of students (new or total), the number of staff members (new or total) or a flat rate. These expenses include curriculum and instructional supplies, SIS/data support, student/staff supplies, library books, testing/evaluation, office supplies, paper, field trips, gifts and awards and health supplies.

Facilities

The school plans to rent a facility within the Whites Creek or Pearl Cohn Clusters and incur the cost of renovations if needed starting in June 2024, the planning year. Since the school plans to rent from an existing organization or non-profit rather than commercial real estate,

they are still conservatively planning for $100,000 in renovations to ensure the space is ADA-compliant, has appropriate security and meets all city building regulations and codes.

Based on current leasing availability, the market, and our plan to co-locate with an existing organization, we have budgeted to pay $20/sqft, with an estimated sqft/student through Year 3. As detailed in **Section 2.3**, we receive expert support from several organizations in our facilities planning, one of them being Level Field Partners. Level Field Partners has generated details pertaining to our facility needs, which drive our facility budgeting and projections. Square footage projections can be found in **Section 2.3.**

By Year 4, the school plans to increase this square footage to approximately 29,517 and are expecting to pay up to $25/sq ft in a larger rented space once they've grown out of the co-location space. The school has also budgeted an additional $300,000 for tenant improvements for the larger space in Year 3. Utilities have been budgeted at $2/sqft, along with janitorial services at $1/sqft based on historical averages in the area. Waste pickup has been budgeted at $200 per month. Additionally, furniture, internet infrastructure and upkeep, classroom technology (document cameras and projectors) and building decorum/signage are included here.

Other Charges

The school has budgeted $47,000 for other charges in Year 1. These include $5,000 for staff recruitment, $15,000 for community engagement in year 0, $5,200 for independent lottery service via SchoolMint, $5,000 for student recruitment and community engagement, $1.5K for parent/staff meetings and the maximum $35,000 for the required authorizer's fee. The school will also pay $40/employee for background checks.

Financial Sustainability

Reviewing the school's projected operating income over the first five years, Encompass Community School is projecting positive operating incomes in all five years with a growing fund balance year over year. Between Planning Year and Year 1, we see operating incomes of $149,328 and $116,613, respectively. In Year 2, we see an increase in the operating income totaling $369,787 for that fiscal year. In years 3, 4, and 5, the school is positioned to post operating income gains of $28,066, $125,332, and $354,286, respectively. Overall, the preliminary financial plan is strong, with the fund balance approaching the $1.1M mark by Year 5, or roughly 22% of forecasted expenses that year.

Cash Flow

A cash flow has been provided for the periods between July 2024 through June 2025, and then July 2025 through June 2026. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Nashville charter schools receive and spend money based on the time of the year.

The cash flow assumes the major following assumptions:

- The school will receive funds through local and national non-profits totaling $400,000 by July 2024
- The school will receive its planning year CSP reimbursable funds post-authorization and through Year 2 of operation
- The $250,000 of local and national funders in year one will be received in July 2025 and January 2026
- TISA funds will be distributed in ten payments from August through June, except for a payment in May. This is the state-mandated distribution schedule
- Title I/II and NSLP funding is projected November through June account for the processing of funding requests, any compliance documents, etc. at the beginning of each year
- IDEA funding is projected in January and June each year starting in Year 1
- Erate is projected in June 2025 each year starting in Year 1
- All staffing and benefit expenses are projected over 12 months, with the exception of the start of the Director of Operations and Finance in January 2025
- Most expense categories are aligned to a 10 or 12-month schedule with some targeted spending to occur in the front part of year to align with expenses incurred when the school is opening and some customized otherwise based on historical data
- Expenses related to school activities, such as student meals, have been budgeted to align with the 10 months of instruction, from August through May

g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls
h. Describe how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements

Encompass takes its role as a steward of local, state, and federal dollars seriously. Our team and our Board are committed to financial responsibility and transparency. Encompass's

proposed Financial Policies and Procedures are outlined below. These policies were drafted in partnership with EdTec, a local financial services firm. The goal of these Financial Policies and Procedures is to implement the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops and/or as regulations change. The Board of Directors ("Board") will consider these policies for approval and revisit them periodically.

I. PURCHASES

A. 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. All other proposed expenditures must be approved by the Executive Director, 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).

B. 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. However, the Executive Director 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).
3. 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.

C. Invoices

1. Invoices under $10,000 must be approved by one of the following authorized positions: Executive Director, approved school leader or Director of Operations and Finance.
2. Invoices for $10,000 or more must be approved by the Executive Director and one of the following authorized positions: Director of Operations and Finance or Board Treasurer.

D. Accounts Payable

The school shall abide by EdTec accounts payable policies and procedures set forth separately.

E. 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 Executive Director and current Operations Manager. Credit card statements will be reconciled on a monthly basis.

F. Other Electronic Payments

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 Executive Director and Board Treasurer.

G. Employee Reimbursements

Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Executive Director must obtain either the Director of Operations or a Board member's authorization on reimbursement requests payable to the Executive Director's name.

H. 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.

II. BANKING

A. 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 Executive Director approved school leaders, Director of Operations and Finance, 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 Executive Director, Director of Operations and Finance, 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.

B. Deposits of Receipts

1. The School will deposit all funds received as soon as practical upon receipt. The Operations Manager of each school will open all mail daily, immediately sort all checks and forward them to the Director of Operations and Finance or Executive Director. The Executive Director or Director of Operations and Finance will immediately endorse the checks to the appropriate school bank account and prepare appropriate deposits as soon as practical.

III. TRAVEL POLICIES

A. Employee Mileage Reimbursement

1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.
3. Notwithstanding the above, the School may adopt a separate policy to supplement the above policies and procedures

IV. OTHER PRACTICES

A. Budget Adoption:

A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

B. Board Meetings:

The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account.

C. Conflict of Interest:

Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements

D. Payroll

1. New Employees: Requests for new employees shall be initiated by the Executive Director 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 Director of Operations and Finance shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
    b) Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll

processing and payment shall take place according to EdTec policies and procedures set forth separately.

E. 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.

F. 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:

1. Leasehold Improvement – Lease term or 5 years, whichever is shorter
2. Equipment – 3 years
3. Furniture – 5 years
4. 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.

G. Disposal of Surplus Property and Donations:

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, 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 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

H. Property Acquired with Federal Grant Funds

1. 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.

I. Audit Procedures

1. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the statutory audit deadline for Tennessee charter schools. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
2. If the School receives over $750,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
3. The audit firm shall be on the State approved list of auditors.
4. At the conclusion of the audit, the outside firm will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
5. Form 990 Federal Tax Return: The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.

i. Provide the different roles and responsibilities of the proposed school's administration and governing board for school finances

The roles and responsibilities of the school's administration and Governing Board are described below across three critical areas of school finance management:

- budget approval and management
- fiscal policies and procedures
- monthly financial reviews.

Budget approval and management

The budget approval and management process is an essential financial management practice and procedure at Encompass. The Board will review and approve the annual budget year. Encompass will have a finance team consisting of the Executive Director, Director of Operations and Finance and an external finance vendor (to be selected by April 2024). Each year in January, the finance team will convene to discuss annulment, staffing, funding scenarios, and potential initiatives the leadership team is exploring. The finance team will then generate draft budgets. Draft budgets will be influenced by school leadership input, accounting data, and projected enrollment. The projected budget is then presented to the finance committee, and a final version is presented to the Board for board approval and adoption in May or June. In compliance with the Open Meetings Act, all discussions and actions to adopt, finalize, amend, and implement will be discussed and approved in publicly-noticed open meetings.

Once the budget is adopted, the finance team convenes monthly to analyze accounting data, revenue, and expense changes and update its forecast model for the year's balance. Should the forecast illustrate any difficulties, the finance team will work with the Executive Director to identify expense reductions. Potential reductions include non-personnel expense reductions that have a minimal impact on academic programming, non-replacement of any open positions, staff reductions, and use of contingency. The finance team will always analyze the potential impact on educational priorities to ensure minimal negative impact from a budget shortfall. If the forecast is better than the budget, the finance team will work with the Executive Director to determine if additional resources should be readministered for current year priorities or if funds should be saved to apply for a future year.

The Board will then receive a monthly financial report that will include the following:

- income statement
- balance sheet
- enrollment and staffing indicator
- narrative summary of the school's finances
- a year-to-date budget vs. actual comparison
- revised forecast for the balance of the year

- balance sheet
- monthly cash flow projection.

The Board treasurer or finance committee will review the monthly financial report in detail before monthly Board meetings. All proposed actions to re-balance the operating budget will be analyzed and discussed with the Board finance committee.

Fiscal Policies and Procedures

The Fiscal Policies and Procedures included above are subject to review and approval by the finance committee and full Board. The Board will receive a draft of proposed Fiscal Policies and Procedures created by the select finance vendor. The Board will review and vote The proposed policies cover IRS Form 990 preparation and filing, independent contractors, capitalization, and depreciation, travel procedures, banking and more.

Monthly Financial Reviews and Reporting

The Board Treasurer and/or finance committee will convene monthly with the finance team (external finance vendor and Director of Operations and Finance) to analyze the school's financial reports and records in detail. The review will include the most recent variance report of actual vs. budgeted revenues and expenditures, balance sheet information, and cash flow projections. The finance committee will share any concerns and request additional reports as needed. Additionally, the Board will review the school's financial statements, balance sheet, income summary, detailed statements comparing actual vs. budgeted expenses, statement of cash flows, and financial forecast at the monthly Board meeting.

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

Encompass Community School plans to contract with a third-party provider for accounting, financial management and reporting services. Our team is currently in conversation with two potential firms with extensive experience in Tennessee. Once selected, the Director of Operations and Finance will manage the back-office provider relationship and the Executive Director and Board Treasurer will review all financials, reports, etc.

The back-office provider will work with the school to ensure the completion and submission of all required district/state/federal financial reporting. The school will vet the internal controls of the back-office provider. Please see **part g** of this attachment for Encompass Community School's preliminary financial policies that the school will present to the board for approval.

The school will also run an independent annual audit of their internal systems and controls to ensure any issues are addressed quickly and thoroughly. The school will seek guidance for this from their back-office provider, CPA firm and other schools.

The school has budgeted for an auditor and plans to bid this service out. The Audit/CPA firm will file the 990 on behalf of the school. The back-office provider will work directly with the school's auditor to provide all necessary financial information and work as the liaison to ensure the auditor completes and submits the audit accurately and timely.

The Executive Director and Director of Finance and Operations will have primary responsibility for interviewing and hiring teachers and staff, while the back-office provider - in partnership with the payroll partner - will ensure all human resource policies and procedures are implemented effectively to enable organizational success. The back-office provider's financial expertise, in combination with the financial expertise and knowledge of board members discussed in the budget narrative, will provide Encompass with the skill sets needed to implement robust financial, accounting, and operational processes and systems. Additionally, Encompass will ensure compliance with all employee policies and procedures through counsel, as shown in **Attachment AA** legal fees.

k. the level of financial expertise of the proposed school's internal and external team members

As noted above, Encompass will not hire a CFO and instead will contract out with a third party provider for accounting, financial management and reporting services. This role, in addition to the hiring of a Director of Operations is

Financial expertise and the ability to provide fiscal oversight was a key consideration in building out the Encompass Community School Founding Board of Directors. The Board brings a wealth of experience in financial oversight:

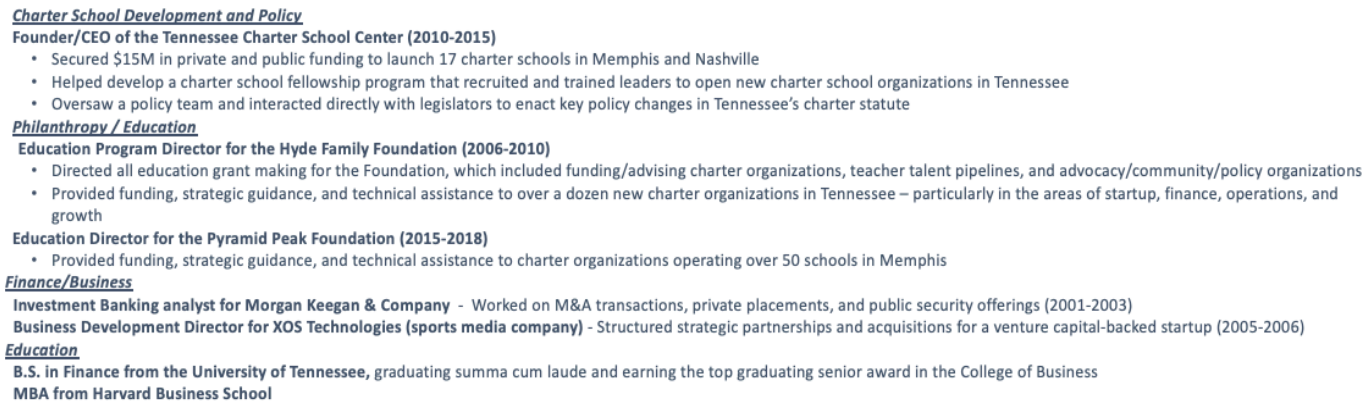
- **Board Member Corey Hammonds (proposed Treasurer):** As a graduate of the Paul W. Barret, Jr. Graduate School of Banking, Corey has worked at Citizens Savings Bank and Trust Company for 15 years, as an Assistant Vice President and now currently serves as the Chief Operating and Credit Officer. Corey's extensive experience related to fiscal management, strategic planning and general oversight will ensure appropriate and realistic budgeting, fiscal controls and sustainability. Additionally, Corey is the Founder and CEO of the Hammonds Group Inc. and oversees the financial health, strategy, planning and execution of a successful real estate agency.

- **Board Member, Jennifer Hill:** Jennifer served as the Founding Director of Team and Family Services for KIPP Nashville charter school and oversaw a $2 million dollar budget for various school programs such as the school meal program, facility maintenance, transportation and other student programming. Additionally, Jennifer holds a certificate in Education Finance from Georgetown University. In addition to her extensive career in the nonprofit sector, both as a senior leadership professional and Board member, Jennifer embodies the fiscal skills, knowledge and capacity to provide in-depth oversight on the school's pre-opening, launch and maintenance.
- **Board Member, Kendra Smith**: Kendra Smith has successfully applied for and received funding for out-of-school programming enrichment. Kendra has crucial experience and knowledge to ensure successful fundraising and grant writing. Furthermore, Kendra has experience managing grants, and related compliance to ensure appropriate and ethical use of funds, as well as projections to ensure funds are allocated appropriately in case of unforeseen expenses.
- **Board Member, Serena Sayles:** Serena has extensive experience in overall grant management, including compliance monitoring and reporting for federal grants and grant writing.
- **Board Member, Thomas Rose:** Thomas has extensive experience in the non-profit space. Most recently, as the Director of North Nashville Dream Streets, Thomas works closely to develop budgetary needs to maintain programming as well as future projections.
- **Proposed Executive Director, Megan Garry:** Megan has worked extensively with EdTec in developing and adjusting a 5-year budget over the last year to incorporate Tennessee's new funding formula and to ensure financial sustainability based on enrollment and staffing projections. Megan also secured and managed approximately $85,000 of philanthropic funds from local and state-wide non-profits in the 2022-2023 school year. These funds supported school visits and Encompass's year-long pilot. Additionally, through her fellowship, Megan has begun to receive personalized training and support through an external consultant, GT3, in the spring of 2024 as well as ongoing training and support as determined by the Board of Directors.
- **GT3 (Attachment G):** Encompass has secured a back-office and financial advisory to support the Executive Director, Director of Operations and Finance and Board of Directors. GT3 is an organization with significant experience and knowledge in working with Tennessee-based charter school organizations and currently supports several charter schools in Tennessee. GT3 works with the Executive Director, Director of Operations and Finance and Board of Directors to set up finance and accounting systems and processes during the Planning Year and will liaison with a 3rd party

payroll provider to set up strong human resources systems and processes for hiring, on-boarding, and on-going payroll processing. **Figure 1** details the extensive expertise of Greg Thompson, CEO of GT3.

- While the Executive Director and Director of Finance and Operations will have primary responsibility for interviewing and hiring teachers and staff, the back-office provider - in partnership with the payroll partner - will ensure all human resource policies and procedures are implemented effectively to enable organizational success. The back-office provider's financial expertise, in combination with the financial expertise and knowledge of board members discussed in the budget narrative, will provide Encompass with the skill sets needed to implement robust financial, accounting, and operational processes and systems.

Figure 1: GT3 experience and credentials



Charter School Development and Policy

Founder/CEO of the Tennessee Charter School Center (2010-2015)

- Secured $15M in private and public funding to launch 17 charter schools in Memphis and Nashville
- Helped develop a charter school fellowship program that recruited and trained leaders to open new charter school organizations in Tennessee
- Oversaw a policy team and interacted directly with legislators to enact key policy changes in Tennessee's charter statute

Philanthropy / Education

Education Program Director for the Hyde Family Foundation (2006-2010)

- Directed all education grant making for the Foundation, which included funding/advising charter organizations, teacher talent pipelines, and advocacy/community/policy organizations
- Provided funding, strategic guidance, and technical assistance to over a dozen new charter organizations in Tennessee – particularly in the areas of startup, finance, operations, and growth

Education Director for the Pyramid Peak Foundation (2015-2018)

- Provided funding, strategic guidance, and technical assistance to charter organizations operating over 50 schools in Memphis

Finance/Business

Investment Banking analyst for Morgan Keegan & Company - Worked on M&A transactions, private placements, and public security offerings (2001-2003)

Business Development Director for XOS Technologies (sports media company) - Structured strategic partnerships and acquisitions for a venture capital-backed startup (2005-2006)

Education

B.S. in Finance from the University of Tennessee, graduating summa cum laude and earning the top graduating senior award in the College of Business

MBA from Harvard Business School

- **Jefferson Bridge Capital:** Jefferson Bridge Capital is a local investment firm with experience in the financial, non-profit space. Jefferson Bridge Capital will serve as an external expert advisor in financial matters, as necessary and support strategic financial planning, as shown in a letter of support in **Attachment G**.

In addition to the technical expertise of our back-office firm, and the deep oversight experience of our board, the proposed Executive Director and future Director of Operations and Finance will play important roles in ongoing oversight and management. As part of her fellowship with the Nashville Incubator, Ms. Garry has and will continue to engage in robust training around financial management and best practices. Additionally, as the team hires the Director of Operations and Finance, we will seek a candidate who has experience in this area. Their coaching and evaluation will include ongoing support around this work as well.

l. the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected

As noted above, in creating our budget the Board and the Lead Founder have operated with a deep sense of fiscal responsibility and fiscal conservatism. The team has deep experience managing complex budgets and understands that a budget is a thoughtful prediction, not a prescription. As a result, we have considered and prepared for various contingencies.

Built-in Contingencies

Wherever possible, Encompass has taken a conservative approach of underestimating revenue and overestimating expenses. This is seen in inflating salaries 1.5% and medical, dental, vision insurance 5% year over year, while not inflating revenues. This hedge is the first line-of-defense should there developments that worsen our financial position. The projected fundraising of $400,000 in year 0 and $250,000 in year 1 are much lower than the cumulative prospects listed in section c. Furthermore, our budget assumes $0 in fundraising from year 2 forward, despite knowing our Board has the experience and capacity to secure additional funds and fundraise early.

Enrollment variability

Our team understands that enrollment is the number one driver of our revenue. While we are confident in our approach to recruitment and enrollment, we have prepared for various contingencies if enrollment projections are not met.

First, our goal enrollment is higher than what we've budgeted for by an average of two students per grade. That means our base budget is already a contingency plan. Additionally, while this application requires a single, standardized budget, our team has created multiple versions that consider more aggressive reductions in enrollment. In these scenarios, we adjust cohort numbers and staffing to ensure full program delivery.

Additionally, the budget included in **Attachment AA** has a flat rate assumed for TISA, which we know is not realistic. As such, we have built out multiple versions of the budget that account for variations in overall and subgroup enrollment and found it possible to run our program as desired with strong ending financial positions.

Facilities

Facilities are another great unknown in our budget. With such a long authorization runway, it is not possible to secure a specific facility at the time of application, and thus, impossible to accurately predict the associated costs.

That said, our team has engaged in robust planning and contingency forecasting for facilities. We believe our current budget reflects the most likely scenario and conservative projections. Specifically, we anticipate our initial space will be a co-located rental. We've budgeted $20/sqft which, on average, $5 higher per square foot than previous applicants. Additionally, if, as projected, we share space rent and associated upkeep is typically cheaper - but our budget does not account for this potential reduction.

We also assume that we will grow into a facility and pay rent on an "as utilized" basis. This strategy has been successfully implemented by several other local charter schools.

Additionally, our budget assumes $100,000 in tenant-financed improvements during our planning year, and $300,000 in year 3. These numbers do not include assumptions around rent credits or the potential that the later dollars are able to be included in a financing package.

These conservative assumptions are based on our assumption that we'll co-locate then lease, but we have built out other budget contingencies that include leasing modular units or leveraging commercial spaces. All options have been successfully executed by other charters and are feasible in our budget while still executing fully on our educational model.

Our team realizes that this budget is a feasibility analysis, 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. Our team is prepared and qualified to take on this work.

In summary, Encompass Community School's budget has several lines of defense built in to be able to navigate potential obstacles. The school is committed to having positive operating incomes and fund balances all five years. That commitment, coupled with a commitment to our mission, 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.

m. the cash flow contingency, in the event that revenue projections are not met in advance of opening including
n. plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source

Encompass Community School's cash flow projections are strong and steady. If that changes, our team is prepared to leverage multiple contingencies.

First, but if that changes, the school will manage the outflow of its payables and/or delay the timing of those payments, which is a common practice for local charters.

Additionally, the school would plan consider:

- Establishing a line of credit with a financial institution. Similar schools have been able to secure lines of credit in excess of $150,000 before entering their first year of operation;
- Negotiating extended payment terms with vendors; and,
- Securing short-term private loans from philanthropic individuals.

Our team feels confident that any potential cash shortfall will be manageable by leveraging the above techniques, which have been utilized by other local charter schools with success.

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

Encompass Community School will accept any new student who resides in Davidson County regardless of race, socioeconomic status, previous achievement level, learning ability, English language proficiency, or zip code. We are committed to serving all students and have designed a school that is built with special populations at the center.

Our budget assumes 18% special education enrollment and generous special education staffing, and a co-teaching model. All of these assumptions provide Encompass with flexible resources to support diverse student needs. Should a need arise for a student(s) with disabilities that cannot be met by the already budgeted SPED staff and additional contracted SPED services, the school will adjust resources in order to meet that need. The school

budgeted an extra $25,000 per year for special transportation or, if not needed, to use for other student support needs. The school will reduce costs and shift staffing resources to fulfill additional needs. Additionally, the school will seek additional external funding/grants to support the SPED program. As mentioned earlier in this application, we will activate our contingency plan to problem solve and collaborate on solutions to ensure all services as outlined by an IEP.

Part 4: Completed Checklist

Category 1 Applicant Completeness Checklist

General Information	
Cover Sheet	☑
Assurances	☑
Executive Summary	☑
1.1 - School Mission and Vision	
Narrative	☑
1.2 - Enrollment Summary	
Narrative	☑
Table 1	☑
Table 2	☑
1.3 - Academic Focus and Plan	
Narrative	☑
Attachment A	☑
1.4 - Academic Performance Standards	
Narrative	☑
1.5 - Assessments	
Narrative	☑
1.6 - School Calendar and Schedule	
Narrative	☑
Attachment B	☑
Attachment C	☑
1.7 - Special Populations	
Narrative	☑
1.8 - School Culture and Discipline	
Narrative	☑
Attachment D	☑
Attachment E	☑
1.9 - Recruitment and Enrollment	
Narrative	☑
Attachment F	☑
1.10 - Parent and Community Engagement and Support	
Narrative	☑
Attachment G	☑
1.11 - Phase-In / Turnaround Planning *Required if proposing the conversion of a school*	
Narrative	☐
1.12 - High School Graduation & Postsecondary Readiness *Required if proposing a high school*	
Narrative	☐

2.1- Governance	
Narrative	☑
Table 3: Board Members	☑
Attachment H	☑
Attachment I	☑
Attachment J	☑
Attachment K	☑
Attachment L	☑
Attachment M	☑
Attachment N	☑
2.2 - Start-Up Plan	
Narrative	☑
2.3 - Facilities	
Narrative	☑
2.4 - Personnel / Human Capital	
Narrative	☑
Attachment O	☑
Attachment P	☑
Attachment Q	☑
Attachment R	☑
Attachment S	☑
Table 4: Staffing Chart	☑
2.5 - Professional Development	
Narrative	☑
2.6 - Insurance	
Narrative	☑
Attachment T	☑
2.7 - Transportation	
Narrative	☑
2.8 - Food Service	
Narrative	☑
2.9 - Additional Operations	
Narrative	☑
2.10 - Charter Management Organizations *Required if contracting or partnering with CMO*	
Narrative	☐
Attachment U	☐
3.1 – Planning and Budget Worksheet	
Attachment AA	☑
3.2 – Budget Narrative	
Narrative	☑
Attachment BB	☑