

Instructions for Completing and Submitting a Letter of Intent to Amend a Charter Application

Pursuant to Tennessee Code Annotated (T.C.A) § [49-13-110\(d\)](#) and Charter Commission Rule [1185-01-01-04](#), if a charter school desires to materially modify any of the provisions of its charter agreement, it must seek an amendment. A "material modification" to a charter agreement is defined in Charter Commission Rule [1185-01-01-04](#) as a substantive change to the terms of the charter agreement regarding a charter school's governance, financial, operational, or academic structure. In accordance with Charter Commission Rule [1185-01-01-04](#), material modifications include, but are not limited to:

- A change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization;
- The addition or removal of a grade level or levels;
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement;
- The addition or removal of a plan to provide transportation to students attending the charter school;
- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement;
- Changes to the charter school's academic focus set forth in the charter agreement; and
- Changes identified in the charter agreement as material modifications or amendments.

To seek an amendment, the governing body of a charter school must petition the charter school's authorizer. The first step in this process is to complete and submit the attached Letter of Intent which includes the following requirements:¹

1. Provide the requested school information.
2. Check the box for the category that best describes the provision you are seeking to amend. If more than one category applies, check all that apply. For example, a charter school desiring to add grade levels may also seek an increase in enrollment to accommodate those grade levels. In that case, both the second and third boxes should be checked.
3. Have the Contact Person and Board Chair sign the completed Letter of Intent.
4. Save the completed and signed document as a PDF.
5. Submit the PDF to your authorizer, as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

Submission Deadlines:

Charter Commission Rule [1185-01-01-04](#) sets forth a fall deadline and a spring deadline for submitting an amendment petition. If you are seeking an amendment to add or remove grade levels or change enrollment, you must submit your petition in the fall preceding the school year in which the proposed amendment would take effect. Amendment petitions for any other category may be submitted in either the fall or the spring preceding the school year in which the proposed amendment would take effect.

¹ A charter school that submits an emergency amendment application pursuant to Charter Commission Rule [1185-01-01-04](#) is not required to submit a Letter of Intent to the authorizer or the Tennessee Department of Education.

Fall: Letter of Intent must be submitted by **September 1**, with the application due by **October 1**.

Spring: Letter of Intent must be submitted by **January 15**, with the application due by **February 14**.

If the due date falls on a Saturday, Sunday or state-observed holiday, the due date shall be the next business day.

LETTER OF INTENT TO AMEND A CHARTER AGREEMENT

Name of Charter School: Smithson-Craighead Academy

Name of Authorizer: Metro Nashville Public Schools

Name of Contact Person: Olivia Lahann

This is the person who will serve as the primary contact for the application, including notices and other follow-up.

Contact Person Mailing Address: 730 Neely's Bend Road, Madison, TN 37115

Contact Person Primary Telephone: 615-892-8374

Contact Person Alternate Telephone: 615-228-9886

Contact Person Email Address: olivia.lahann@scanashville.org

Name of School Leader: Ahmed White

School Year Proposed Amendment Will Take Effect: SY 22-23

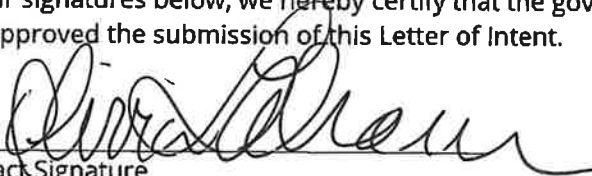
Amendment Petition Category:

Check the box for the category under which this Amendment Petition falls:

- Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization
- The addition or removal of a grade level or levels. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- The addition or removal of a plan to provide transportation to students attending the charter school

- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement
- Changes to the charter school's academic focus set forth in the charter agreement
- Changes identified in the charter agreement as material modifications or amendments. Please specify: addition of Grade 5, resulting in increased maximum enrollment
- Other material change not covered by any of the above categories. Please specify: _____

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this Letter of Intent.



Contact Signature

Olivia Lahann

Contact, Printed Name & Title

8/31/2021

Date



Board Chair Signature

James Cobb

Board Chair, Printed Name

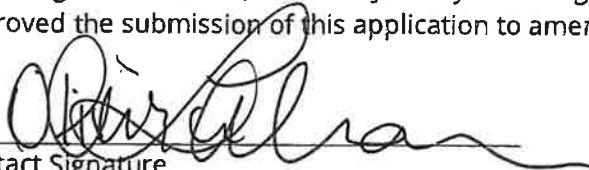
8/31/2021


Date

This completed and signed form shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

**Application to Amend a Charter Agreement
Signature Page**

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this application to amend a charter agreement.


Contact Signature


Board Chair Signature

Olivia Lahann
Contact, Printed Name & Title

James Cobb
Board Chair, Printed Name

Olivia.Lahann@scanshville
Contact Email Address

James@CobbLawtn.com
Board Chair Email Address

10/1/2021
Date

10/1/2021
Date

This completed and signed form and all attachments shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at Charter.Schools@tn.gov.

[Continue to Part II]

APPLICATION TO AMEND A CHARTER AGREEMENT

Part I: General Information

All Applicants Must Complete This Section

Name of Charter School: Smithson Craighhead Academy

Amendment Petition Category identified in the Letter of Intent:
Check the box for the category under which this Amendment Petition falls:

- Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization
- The addition or removal of a grade level or levels
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement
- The addition or removal of a plan to provide transportation to students attending the charter school
- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement
- Changes to the charter school's academic focus set forth in the charter agreement
- Changes identified in the charter agreement as material modifications or amendments. Please specify: _____
- Other material changes not covered by any of the above categories. Please specify: _____

- EMERGENCY Petition. Please briefly describe the emergency: _____

[Continue to School Background on next page]

SCHOOL BACKGROUND

Provide the following information about your school:

- a) Campus address: _____
- b) First school year in operation: _____
- c) Grade levels and enrollment currently serving: _____
- d) Grade levels and maximum enrollment to be served at maturation of charter agreement, if different: _____
- e) End of current charter term: _____

BACKGROUND STATEMENTS

This is an application to amend a school's charter agreement by changing the item selected above. Please submit a narrative and related attachments addressing each of the questions below:

1. Provide details on the selected amendment above and describe the requested change, including the school's rationale for the proposed change. Describe any planning that is already underway to prepare for the proposed amendment.
2. How will the proposed amendment support or enhance the school's mission and goals?
3. Describe how the proposed amendment will impact the school's finances. Explain any anticipated revenues or expenses arising from the proposed change. If expenses are anticipated, explain how the school will finance them. Please **attach** the school's (i) most recent audit, (ii) balance sheet for the fiscal quarter ending thirty (30) or more days prior to submission of the application, and (iii) budgets for the current fiscal year and two (2) succeeding fiscal years assuming the proposed amendment is approved.
4. How has the school informed its external stakeholders (e.g. local school board representatives, neighbors, community partners) and internal stakeholders (e.g. staff, parents) of the proposed amendment? Please **attach** any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment. If concerns have been brought to the school or governing board's attention, what is the plan to address them?
5. When did the school's governing board approve the proposed amendment? Please **attach** minutes from the meeting and vote results.
6. FOR EMERGENCY PETITIONS ONLY: Explain the unanticipated extraordinary circumstances giving rise to the emergency amendment application. Identify when these circumstances were first discovered and brought to the attention of the governing board. Why did the governing board determine that the circumstances constituted an emergency that warranted the filing of an emergency petition?

[Continue to Signature Page]

SCHOOL BACKGROUND:

Provide the following information about your school:

- a) **Campus address:** 730 Neely's Bend Ave, Madison, TN 37115
- b) **First school year in operation:** 2003
- c) **Grade levels and enrollment currently serving:** K-4th
- d) **Grade levels and maximum enrollment to be served at maturation of charter agreement, if different:** K-4th, 350
- e) **End of current charter term:** SY2028-2029

BACKGROUND STATEMENTS:

This is an application to amend a school's charter agreement by changing the item selected above. Please submit a narrative and related attachments addressing each of the questions below:

1. Provide details on the selected amendment above and describe the requested change, including the school's rationale for the proposed change. Describe any planning that is already underway to prepare for the proposed amendment.

Smithson Craighead Academy (SCA), aligning with MNPS's ReimaginED plan, is applying to amend our charter to add 5th grade to our elementary school. Our rationale for this change is threefold:

- It provides developmentally appropriate, intensive academic and socio-emotional support for 5th grade students in a way that middle school programming cannot.
- It's what's best for families to make the right middle school choice and transition for their children, as is aligned to MNPS's overall shift to move 5th grade to elementary schools.
- Our families, teachers, school community, governing board, and community partners all support adding 5th grade.

In addition, given our current enrollment (which is larger in k-2 than in grades 3-4), we are applying to amend our maximum enrollment from 250 to 360 students, for an addition of 110 total seats. Given our enrollment growth over the past five years, and an uptick of enrollment despite obstacles of the pandemic, we project that we will need these additional seats to continue to serve our current families and their siblings. Currently, our kindergarten, 1st and 2nd grade classes are 52, 48, and 58 students respectively. We anticipate consistent enrollment at the earlier grades, especially given Project Reflect's 3-star Pre-K feeder program. As our current 2nd grade cohort rises, we plan to hire an additional classroom teacher each year (e.g., additional 3rd grade teacher in 22-23, 4th grade teacher in 23-24). While we do not anticipate needing all of these

seats next year, we want to ensure that we are planning across the term of the charter term ending in 2029.

Enrollment Chart

Grade	Current Year 21-22	Year 1 22-23	Year 1 22-23	Year 3 24-25	Year 4 25-26	Year 5 26-27
Kinder	53	60	60	60	60	60
1st	49	55	60	60	60	60
2nd	58	50	55	60	60	60
3rd	38	58	50	55	60	60
4th	39	38	58	50	55	60
5th	--	39	38	58	50	60
Total	238	310	321	343	345	360

There has already been extensive planning for this amendment. Our governing board initially developed an ad hoc education committee to develop a recommendation in April, and unanimously approved adding fifth grade in late May (Attachment 1). Our Operations team has determined facilities needs, and our Instructional Leadership team is building out our staffing plan and creating pipelines for additional opportunities for our existing staff members to get dual credentialed to serve our growing numbers of students that are English language learners and students with exceptional needs. Our Family Engagement Team has developed a comprehensive recruitment plan, with specific emphasis on recruiting EL families through partnerships with faith-based Spanish communities, as well as partnering with local media including Univision to outreach to families.

2. How will the proposed amendment support or enhance the school’s mission and goals?

The mission of Smithson Craighead Academy is to provide children with a strong foundation in academics and positive behavior skills, enabling them to learn and grow toward becoming successful citizens. Founders Mary Craighead and Sister Sandra Smithson originally conceived of implementing a “non-graded, sequentially organized, skill-based curriculum written specifically to eradicate deficits” among students from schools not making adequate yearly progress (e.g., priority schools). By providing another year of support at the elementary level, SCA students can build the foundations for academic success and socio-emotional learning (SEL) development necessary to be successful in middle school. Within our application amendment, we will outline the intensive academic, socio-emotional, and family supports that SCA provides in order to prepare students to “soar” to middle school.

As noted in the MNPS ReimaginED presentation (Attachment 2), MNPS data shows that 5th grade students who remain in the elementary school setting outperform their peers who are in a

middle setting. In addition, state standards are packaged K-2, 3-5, 6-8, HS, meaning there are certain arcs of learning which follow the contours of these grade bands. Similarly, curricular materials aligned to state standards are packaged within these grade bands, as well as state teaching licensing requirements. This amendment will support and enhance the mission and goals of the school ensuring that students receive developmentally appropriate instruction in an elementary setting, aligned to the grade bands established by TDOE.

3. Describe how the proposed amendment will impact the school's finances. Explain any anticipated revenues or expenses arising from the proposed change. If expenses are anticipated, explain how the school will finance them. Please attach the school's (i) most recent audit, (ii) balance sheet for the fiscal quarter ending thirty (30) or more days prior to submission of the application, and (iii) budgets for the current fiscal year and two (2) succeeding fiscal years assuming the proposed amendment is approved.

The proposed amendment will have a significant impact on the school's finances, adding approximately 70 additional seats Y1, with a gradual growth of additional seats over the course of 5 years (see Enrollment Chart, question 1). Attachment 9 provides a budget for the two succeeding fiscal years assuming the proposed amendment is approved.

4. How has the school informed its external stakeholders (e.g. local school board representatives, neighbors, community partners) and internal stakeholders (e.g. staff, parents) of the proposed amendment? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment. If concerns have been brought to the school or governing board's attention, what is the plan to address them?

Parents, families, and staff members were informed via Class Dojo and Remind (our parent communication systems), email, automated phone call, letters home in students' homework folders, and in car rider lines (See Attachment 3) . In addition, we included information about the charter amendment process (including timeline and board vote/ process) during our Parent Teacher Organization meeting (See Attachment 4)

SCA has sent a copy of our charter application amendment to our local school board representative, and has reached out to set up tours and conversations with other school board representatives.

To date, there have been no notable opposition or concerns for the proposed amendment. In fact, our families, staff members, and governing board have overwhelmingly been in favor of adding 5th grade and growing our maximum enrollment, as evidenced by letters of support, surveys, and governing board meeting minutes. If there were concerns brought to the school or governing

board’s attention, we have a plan to individually sit down with stakeholders to address concerns where necessary. Additionally, we have already begun to outreach to local school board members and MNPS leadership to answer questions, collaborate, and ensure that we are aligned to MNPS’s ReimaginED plan.

5. When did the school’s governing board approve the proposed amendment? Please attach minutes from the meeting and vote results.

The school’s governing board unanimously approved the proposed amendment in late May 2021. See Attachment 1 for Board meeting Minutes.

Subpart B – Grade Levels

1. What is the school’s current grade structure?

Smithson Craighead Academy (SCA) serves K-4th grade students. Our current enrollment is 238 students, and we have a total of 3 sections of K, 1st, and 2nd, and 2 sections of 3rd and 4th grade. We offer a class size ratio of under 20:1 for all of our grades, with class sizes averaging 18. We have two full-time EL teachers, as well as 2 Special Education teachers (one full-time, one part-time who have collective 40+ years experience). We have one educational assistant for each grade, with several other key support staff (including our corps of foster grandparents and volunteers).

Grade	Enrolled
Kinder	53
1st	49
2nd	59
3rd	38
4th	39
Total	238

2. What is the proposed grade structure?

We propose adding 5th grade to our elementary school, in line with MNPS’s ReimaginED plan to move all 5th grade MNPS students to elementary schools.

3. Describe and attach documentary evidence of the community need for the proposed change in grade structure.

Overwhelmingly, our parents and families want to see Smithson Craighead Academy add 5th grade.

In early Spring 2021, when we hoped to keep our rising 4th grade students who had been deeply impacted first by the tornado, and then by the COVID pandemic, we wrote to the charter office to request adding fifth grade, and began preparing for the amendment (See Attachment 5)

We sent out a survey to our fourth grade families, and about a third responded. Of respondents, over 90% of them said they would keep their child at SCA if given the opportunity (See Attachment 6). When asked, “Why or why not would you keep your child at SCA?”, responses included:

- *I pray my child can stay at SCA for another year. He needs SCA, and after the last year students have had he needs to stay at SCA even more. He's not ready for middle school. He needs the attention he can get from SCA to continue to further his education and help in catching up to where he needs to be.*
- *We really wish SCA would offer 5th grade so we won't have to make a choice. We love SCA. My child loves SCA and doesn't want to leave. Plus we have two other children and are hoping to keep them all at SCA for as long as we can.*
- *Por qué me gusta la Escuela y a mi hija también.*

MNPS's legal team responded to our Spring request and clarified that we needed to wait until this amendment cycle to apply for an amendment (See Attachment 7). We respect the need for MNPS to budget and plan for shifts in enrollment from year to year, as well as adhering to Tennessee Code Annotated (T.C.A.) § 49-13-110(d), and are now formally requesting to add 5th grade to our charter.

In preparation for this amendment cycle, we asked our busy parents and families to write letters of support. To date, we have collected 54 letters of support (Attachment 8). We anticipate having many more collected before the board vote.

4. How will the addition or removal of the grade level(s) improve the school's existing program and benefit students?

In line with MNPS's Reimagined plan, we plan to follow the district's decision to include 5th grade into our elementary school. This would allow our parents to have continuity in their child's educational process, and fit within MNPS school-choice windows. Many of our students strive to enter into magnet middle schools (e.g., Meigs, Head, MLK, Rose Park). If Smithson Craighead Academy does not offer 5th grade, families would need to find another elementary school for one year for their 5th grade child before transitioning to a magnet school. While many

of our families choose charter middle schools (who may continue to offer 5th grade), our families overwhelmingly want their children at Smithson Craighead Academy as long as possible.

In addition, adding 5th grade will benefit students by providing them an additional year of intensive support. SCA provides support in ways that many middle school programs can not:

- **Before and After School Enrichment:** Our before and after school program, PREP (A program of Project Reflect), begins at 6:30 am and ends at 5:00 pm. During that time, students receive a nutritious breakfast and after-school snack, receive tutoring and homework help, participate in enrichment activities (e.g., music, stained glass art, gardening club, sports). Currently, 105 of our 238 enrolled students participate in PREP, free of charge. Fifth graders (usually 10 or 11 years old) need programming to meet families' needs, especially working families.
- **Support of a Small Learning Community:** As noted by MNPS's own research (see Attachment 2), moving 5th grade to elementary school ensures that students have the foundations for continued academic success and socio-emotional development. SCA offers small class sizes, and its small learning environment fosters a sense of community where every child is known. Most administrators, volunteers, and teachers know the name of every student, and are regularly in contact with parents and adult supporters. As noted in our letters of support, many parents are concerned that a middle school environment is not developmentally appropriate for 5th grade.
- **Leadership and Skill Development:** Finally, we are excited at the prospect of having 5th grade ambassadors tutor our younger students during lunch time, serve as hall monitors, lead our morning community meetings, and serve as tour guides for our family nights and events. While not yet ready to transition to middle school, we believe that we can foster independence and leadership in our students through a gradual release of responsibility and ownership. Our instructional leadership team is excited to build additional study habits and socio-emotional skills into our fifth grade programming, so our students are prepared to transition into middle school equipped with tools to succeed.

5. How will the school adapt its physical space to accommodate the addition or removal of grade level(s)?

The Smithson Craighead Academy campus is nestled on 23 acres of land in Madison off of Neely's Bend Ave, there are two large buildings on our campus (18,960 and 31,045 square feet respectively), including 2 outdoor classrooms, a newly renovated playground, and 3 athletic fields. We are fortunate to have eight available classrooms on our campus, and feel confident that we can have them operational by August 2022.

6. How will the school adapt its staffing (e.g., teachers, educational aides, special population staff, other support staff, etc.) to accommodate the addition or removal of grade level(s)?

We will hire three 5th grade teachers, one additional educational aide, and one bilingual middle school support coach. In addition, we will closely monitor special population enrollments and caseloads (EL and Special Education) to ensure that we are maintaining proper staffing ratios. We currently have teachers pursuing dual enrollment in Special Education and EL, so we could shift some of our strongest and most veteran teachers from year to year as needed, while hiring for easier to fill k-5 classroom teacher positions. We currently have two of our most veteran teachers teaching in EL positions.

With the addition of a fifth grade, we also have the capacity to hire a full-time music teacher, adding a fourth enrichment activity during the school day (in addition to creative arts, PE, and character education).

More recently, we have begun ramping up for our high-dosage tutoring program, hiring an additional two staff members to pilot our tutoring program, which we plan to open source to MNPS and any other interested school. We firmly believe in the original intent of charter schools to be innovation labs working in collaboration with their authorizer/school district. We have worked with Keri Randolph, the Chief Strategy Officer to apply for the TN All Corps grant to provide high-dosage tutoring to every SCA student who is currently below grade level proficiency.

7. How does the school's record of achievement support the approval of this amendment? For purposes of this question, the authorizer will review various metrics of success, including but not limited to the school's scores on TVAAS, TNReady and the authorizer's school performance framework, as well as the school's financial information and duration of operations.

The first charter school established in the state of Tennessee, SCA has served thousands of MNPS students. Most recently, the SCA was deemed a Reward School in 2018, and received a TVAAS score of 4 in 2019. While we continuously are striving to improve proficiency levels, we have a track record of consistent student growth.

During virtual learning, we doubled down on literacy strategies, adopting a state-approved literacy curriculum, *Wonders*, which also Meets Expectations on EdReports. Although we used TNReady results as one data point, we are encouraged that student proficiency levels in ELA actually increased from 2019-2021. The chart below compares other Hunter's Lane cluster elementary schools in our surrounding area (schools zoned for LEAD Neelys Bend and Madison Middle School).

School	Reading			Math		
	2018	2019	2021	2018	2019	2021
Amqui	8.8%	10.4%	6%	9.3%	15.2%	<5%
Bellshire	8.8%	7.3%	5.2%	8.8%	15.3%	<5%
Neely's Bend	18%	15.7%	17.3%	17.3%	20.9%	8%
Stratton	18.4%	14.8%	8.8%	31.8%	22.5%	<5%
Smithson Craighead Academy	21.1%	19%	23.5%	21.1%	25.6%	10.3%

In addition to Smithson Craighead Academy being academically successful, we also have strong financial and operational systems in place, as evidenced by our Annual Report (Attachment 9).

8. Complete the proposed enrollment summary for each grade level and each year remaining in the charter agreement in the table below:

Enrollment Chart

Grade	Year 1 22-23	Year 1 22-23	Year 3 24-25	Year 4 25-26	Year 5 26-27
Kinder	60	60	60	60	60
1st	55	60	60	60	60
2nd	50	55	60	60	60
3rd	58	50	55	60	60
4th	38	58	50	55	60
5th	39	38	58	50	60
Total	310	321	343	345	360

Subpart C – Student Enrollment

1. What is the school's current enrollment by grade level and by year of the charter agreement?

Grade	2021
Kinder	53
1st	49
2nd	59
3rd	38
4th	39
Total	238

2. How will a change in enrollment improve the school's existing program and benefit students?

A change in enrollment will improve the school's existing program and benefit students in two ways:

- The addition of 5th grade will provide the benefits and equitable access to 5th grade noted in Subpart B. (an increase of approximately 60 seats)
- Expanding seats in other grades will continue to allow us to serve our current students in our lower grades.

In addition, given our current enrollment (which is larger in k-2 than in grades 3-4), we are applying to amend our maximum enrollment from 250 to 360 students, for an addition of 110 total seats. Given our enrollment growth over the past five years, and an uptick of enrollment despite obstacles of the pandemic, we project that we will need these additional seats to continue to serve our current families and their siblings. Currently, our kindergarten, 1st and 2nd grade classes are 52, 48, and 58 students respectively. We anticipate consistent enrollment at the earlier grades, especially given Project Reflect's 3-star Pre-K feeder program. As our current 2nd grade cohort rises, we plan to hire an additional classroom teacher each year (e.g., additional 3rd grade teacher in 22-23, 4th grade teacher in 23-24). This is a consistent trend year-over-year as our enrollment has increased. While we do not anticipate needing all of these seats next year, we want to ensure that we are planning across the term of the charter term ending in 2029.

3. Describe and attach documentary evidence of the demand for this enrollment change. How does the scope, pace, and need for this enrollment change align with current demographic and growth projections in the city?

See Subpart B for evidence of the demand for this enrollment change.

In addition to adding 5th grade, we are requesting an increase in our maximum enrollment by a total of 110 seats. We anticipate reaching full capacity in Y5 26-27.

Families in the Hunter’s Lane cluster want access to high quality, academically successful schools. In 2003, Smithson Craighead Academy was originally chartered to only serve students from schools where students had not made Adequate Yearly Progress (In 2003, that was Kirkpatrick, Shwab, and Warner Elementary schools). Our mission has remained unchanged; we want to offer a high-quality choice for parents who are facing sending their children to underperforming, priority schools.

As noted by MNPS growth projections, MNPS enrollment has declined in the Hunter’s Lane cluster, while the gentrification of the area is evident. However, we have a strong cohort of families, and year-over-year, since 2018 SCA has increased overall enrollment. We feel confident that we can meet enrollment targets.

4. Describe the school’s post-lottery enrollment/waiting list process.

SCA participates in MNPS’s common application. Most of our families do not participate in the MNPS lottery process, so in recent years, we have not had to manage a waiting list process. Like many other traditional district schools, we have a rush of applications in late summer.

In the event of a waitlist, we will ensure a fair and equitable lottery and waitlist process, working in partnership with the MNPS Charter School Office as well as using best practices from TDOE and the Tennessee Charter School Center.

5. Discuss the school’s enrollment trends over the past three (3) years, including any waitlist information.

As noted, SCA has not operated a waitlist over the course of the past three years. However, we have seen an increase in enrollment under the leadership of Ahmed White, Executive Director who is now in his 5th year leading the school.

SY 2018	SY 2019	SY 2020	SY 2021
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183	208	217	238
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6. How will the school adapt its physical space to accommodate a change in enrollment? See answer to Subpart B, question 5.

7. How will the school adapt its staffing (e.g., teachers, educational aides, special population staff, other support staff, etc.) to accommodate the change in enrollment? See answer to Subpart B, question 6

8. Describe ways that the school ensures recruitment, enrollment, and retention of students with disabilities and English language learners, along with the school's target population.

Our Family Engagement Team has developed a comprehensive recruitment plan, with specific emphasis on recruiting EL families through partnerships with faith-based Spanish communities. This summer, we hosted a Back to School event at Casa de Dios, providing food and a free book for children following church services. This past summer, we partnered with Univision to publicize our school (TV interviews in both Spanish and English).

In addition, our Family Engagement Team worked to identify low-income housing developments and apartments, and hosted informational events to specifically outreach to students living in areas zoned for priority schools.

Finally, our Family Engagement Coordinator has developed strong relationships with local Head Start and childcare providers, specifically targeting students who are receiving additional services (e.g., Early Intervention).

9. How does the school's record of achievement support the approval of this amendment? For purposes of this question, the authorizer will review various metrics of success, including but not limited to the school's scores on TVAAS, TNReady and the authorizer's school performance framework, as well as the school's financial information and duration of operations. See answer to Subpart B, question

10. Complete the proposed enrollment summary for each grade level and each year remaining in the charter agreement in the table below: See Enrollment Chart (Part 1)