

Tennessee Public Charter School Commission

Charter Application

**For Use by the Achievement School District Charter Schools
Applying to Tennessee Public Charter School Commission**

Opening in the 2022-23 School Year

**Lester Prep
Application
November 15, 2021**

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1.1 School Mission and Vision

In this section:

- (a) **Provide the mission statement for the charter school.**
- (b) **Describe the vision of the charter school and how the vision helps to achieve the school's mission.**
- (c) **Discuss the ways the school has progressed towards its mission and also address any challenges to achieving the established mission and how the operator plans to overcome these challenges.**

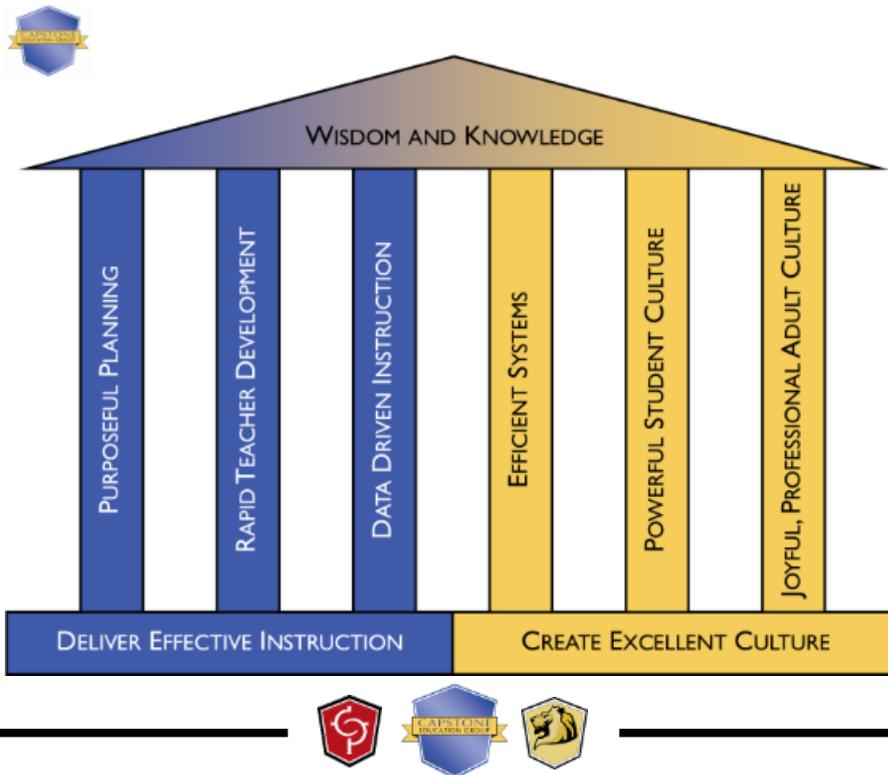
Lester Prep (LP) is a school operated by Capstone Education Group (CEG). CEG is a Charter Management Organization (CMO) created to serve under-resourced children living in local communities in Memphis. CEG was formed by Memphians to serve Memphians to fulfill the following mission: "Equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in the community."

Each word of the mission statement is essential and intentional. During summer professional development, the CEG Executive Director reviews the mission statements, both in high-level terms and word-by-word, casting vision for the long-term and short-term implications of the organization's mission statement.

Here are some of the key words and their application to CEG's work:

- **Equips** – prepare for a particular event or situation. Everything CEG does should equip students for success in college and a life of leading in their community.
- **All** – the entire quantity. CEG serves every student who enrolls. All means all.
- **Wisdom** – applying knowledge consistently at the right time; this is also part of what we call character. How and when and where you apply what you know is critical to your future success.
- **Knowledge** – the circumstance or condition of apprehending truth and fact through reasoning. Students need to know specific things in order to succeed in college and life as a leader. We focus on those things.
- **Necessary** – essential. There are many things schools can do. We focus on the most essential for success in college and the life of leadership. That means we say no to things other schools do.
- **Succeed** – to achieve the desired aim. We want our students to do more than gain entrance into college. We want them to thrive and graduate.
- **Leader** – a person whom others follow. Don't just be a participant, be a leader.
- **Community** - the people living in one particular area. Cities are made up of individual communities and therefore leading your community to thrive means positively impacting your entire city.

CEG's key foundational beliefs all support the mission statement and can be depicted by the following graphic, based on the Parthenon built in 447 BC in Greece.



Currently CEG operates three schools located in neighborhoods of high need: Cornerstone Prep Lester Campus (CPL), and Lester Prep middle school (LP) located in Binghampton, and Cornerstone Prep Denver (CPD) located in Frayser. The Tennessee Public Charter School Commission (Charter Commission) has approved the start of a new CEG school, Cornerstone Prep School (CPS), a k-8 school serving the Parkway Village/Sherwood neighborhood, scheduled to open in August 2022. Each school utilizes the same mission statement.

LP expects to build on the success and legacy that has been established in the community over the last seven years in fulfilling the mission and providing a college preparatory school for the families of Binghampton.

LP’s vision statement is simple: Moving every child closer to grade level every year. LP envisions a day when every scholar enrolled in the school is truly on the path to college, equipped with the Wisdom and Knowledge necessary to succeed there, and then beyond that, to return to Memphis and lead in a local community. For a middle school, the number of students at grade level provides the most accurate measure of how well the vision is translating into the mission. LP seeks to continually increase the number of students who are on or approaching grade level.

Pages 2 and 3 of the CEG Leader blueprint contain other information related to the mission and vision of all CEG schools, including LP.

LP primarily serves students who enter school below grade level. To close these academic gaps, LP requests a commitment from all stakeholders – staff, students, parents and the community. When all stakeholders work together, these achievement gaps can be closed, and students can have access to a variety of college options and life opportunities. The academic and parent survey data from the prior 7 years indicate that the vision has translated into significant progress towards the mission.

LP aligns staff, scholars and families to the mission through the following annual and long-term goals:

1. Ensure that all students currently below grade level grow at least 1.3 years as measured by NWEA's MAP, reducing their existing achievement gap and getting them closer to being college ready.
2. Ensure that all students that are on grade level grow at least 1.0 years as measured by NWEA's MAP, keeping them on track for college.
3. Ensure that an increasing number of scholars are moving towards mastery and on track levels on TN Ready by adding 5 percentage points or the AMO amount annually to the previous year's percentages in the On Track and Master categories until surpassing the SCS district average for schools with similar demographics.
4. Earn a TVAAS 4 or higher every year in every subject.
5. Ensure scholars come to school with a 95% attendance rate, arriving on time and ready to learn and reducing the chronically absent rate by the AMO rate each year.
6. Ensure parents feel supported, heard and part of their child's success at school through annual parent satisfaction rates of 85% or more and student retention of 75% year over year.
7. Ensure teachers deliver effective instruction and participate in a joyful professional culture, measured by teacher ratings on the teacher rubric of 4 and 5 and teacher retention rates of 75%.
8. Ensure a powerful student culture that enables students to feel safe at school through the implementation of clear and consistent expectations connected to the school's core values as measured by merits, demerits, and suspensions recorded in LiveSchool.
9. Meet all local, state and federal fiduciary reporting and financial stewardship expectations, including meeting all compliance requirements, meeting all financial goals and obligations and the expectations of the governing board.

The MAP assessment administered three times each year (August, December and May) provides a national assessment that provides the baseline for all scholars each year and then provides two consistent measures of student growth during the year and a consistent measure of student growth year over year. TN Ready provides one final assessment of students at year end. These external assessments, along with CEG daily, weekly and interim internal assessment, provide the primary academic measures of the school's progress in accomplishing the mission.

The parent survey, created by CEG parents and CEG leaders, provides an effective tool for parents to communicate their perspectives on everything related to their child's education, ranging from staff communication to facilities to the quality of instruction and resources to extra-curricular activities. CEG contains ten years of parent survey history that can be used as a benchmark for parent satisfaction at LP and a measure of the parents' and community perspective on the school's progress towards the mission.

The data from the last several years provide strong evidence that LP has made significant progress towards its mission. The academic results indicate student gaps are consistently being closed as revealed by MAP grade level equivalent (GLE) growth year over year. Since its inception, LP students have grown an outstanding 1.5 years on average across all subject and all grades as measure by MAP. Some highlights of that growth include:

- On 5 occasions, the entire school grew 2.0 years or more in a subject during one academic school year as measured by NWEA MAP assessments
- The school earned TVAAS scores of 5 in every single subject on the 2016-17 TN Ready assessment
- A three consecutive year average growth of 2.0 years in language across the entire school as measured by NWEA MAP assessment
- Overall composite TVAAS score of 5 for an ASD record three consecutive years

Since taking over the school Lester School, which at the time was the lowest performing school in the state, Lester Prep has consistently exceeded state and national expectations for student growth, significantly reducing the learning gaps of students.

Grade level mastery has been more difficult. There are two ongoing issues that prevent the outstanding grade level growth from translating to grade level mastery.

First, the high level of student mobility in the Binghampton community means students leave the community, and therefore the school, before graduating from the 8th grade, and new students enter the community every year. The average mobility rate at Lester Prep, and its feeder school Cornerstone Prep Lester Campus, averages more than 20% annually. That means very few students who start their education at CPL finish 8th grade with Lester Prep.

For example, last year only 6% of LP students started school in the Binghampton feeder school, CPL, and more than 33% of students were in their first year with Lester Prep. That means that many students whose academic gaps are being closed at CPL or LP are not staying in the community long enough to reach grade level. It also means that the students who have been growing at a rapid rate while in CPL or LP are replaced by students who have not grown as quickly in their former school.

For example, in the last pre-pandemic year of enrollment, in math, the average new student was an entire grade level behind the average student who had attended Lester Prep the prior year. That means LP needs to close an additional one-year gap on average that would not have been present had the prior year's students returned to the campus. That also means that every year students who entered the school are further behind than the students who have left the school, making it very difficult for the overall school to reach grade level mastery.

The second issue impacting the ability of Lester Prep to convert way above average annual academic growth to student mastery relates to the grade level equivalent of students who enter the school. The combination of high student mobility and significant academic deficits of new students entering Lester Prep, create significant academic gaps at the start of each school year.

For example, listed below is the average grade level equivalent have new students entering Lester Prep during the last pre-pandemic school year based on the Fall MAP assessment in math:

Grade	GLE of New Students	Expected GLE of Students	Academic Gap Starting The Year
6	4.7	6	1.3 years
7	5.6	7	1.4 years
8	6.1	8	1.9 years

This data reveals the significant deficits new LP students bring into their first year on campus. For example, the average 8th grader who is 1.9 years below grade level in math could grow an outstanding 2 years during the 8th grade year at LP and would still be almost an entire grade level behind, making it nearly impossible for that student to score On Track or Master on TN Ready. Therefore, LP would have very high growth scores but relatively low mastery scores for these students.

Despite these large deficits and high mobility rates, TN Ready achievement, relative to other schools in the Achievement School District and compared to Lester school's results prior to the transformation by CEG, also indicate growth towards its mission. Lester School was the lowest performing school in the state of Tennessee prior to the arrival of CEG. Since that time, LP moved out of the bottom 5% of schools and had the highest math scores of any middle school in the ASD on the 2018-19 TN Ready assessment, the last pre-pandemic school year.

As noted already, pre-pandemic TVVAS results have also been outstanding, with overall composite scores of 5 during the three years preceding the pandemic, results unmatched by any school in the ASD during that time.

Parent survey results have also been strong and indicate the school has made significant progress towards this mission from parents' perspective. As an example, 85% of parents surveyed during the 2020-21 school year indicated that they agree or strongly agree that they are satisfied with LP as the school for their child.

Overall, LP has made significant academic and cultural gains since its inception. The state turnaround district charged LP with transforming one of the lowest performing schools in Tennessee and lifting it above the bottom 5% of schools in the state. LP met that challenge and has made academic gains as measured by TVAAS that no other school in the ASD has been able to attain and consistently growing students above the national norm on the NWEA MAP assessment.

LP recognizes several challenges ahead to continue to move towards accomplishment of the mission. The most significant challenge relates to converting outstanding growth to higher levels of proficiency.

To overcome this challenge, LP has made two moves to new curriculum. Approximately three years ago, CPL and CPD moved to Eureka math as part of the Engage New York math curriculum. Both schools have experienced significant academic growth and mastery since making this move and therefore one year ago LP made this curriculum shift as well. This allows for a consistent CEG k-8 math curriculum which will increase teachers' ability to share knowledge as well as share professional development and content knowledge training in addition to provide a consist curriculum for students across both schools. LP believes this will help more LP students get to grade level in math.

Likewise, LP joins CPL and CPD in utilizing EL 2.0 this year. CEG spent several months exploring 3 potential ELA curriculum options, working with teachers, leaders, and others to identify the resource that would best meet the needs of our students. The evaluation team selected EL 2.0 as the curriculum that could help increase mastery levels for students.

CEG invested in this curriculum, as well as intense training around its implementation, across the network, to increase reading and language levels at all three schools. CEG ran a test pilot at the end of last year which resulted an affirmation from everyone involved that this curriculum would help us improve student outcomes in ELA. Therefore, LP received training at the end of last year and this summer to prepare for delivering this curriculum at the start of the school year.

LP has implemented other strategies to improve the ELA level of scholars. LP created reading intervention positions and has created a priority around reading, writing, and communicating in the 2021-22 school year. Interventionists support core instruction, helping students master material, as well as pulling students out at certain times to provide more individualized support. LP believes these intervention strategies will help fill in gaps for students as they work to master grade level material.

The focus on reading, writing, and communicating in the 2021-22 school year means students are having more conversations with peers in class, giving oral presentations and writing more frequently than in prior years. This focus is expected to lead to higher rates of mastery of all ELA skills in all grades.

LP believes these upgrades in curriculum, staffing and points of emphasis will result in increasing mastery around Math and ELA, addressing the biggest challenge LP has faced in achieving the mission.

1.2 Enrollment Summary

NOTE: Any charter school authorized by the Charter Commission is an open-enrollment charter school where any eligible student within the geographic district in which the school is located may attend. Any charter school moving from the ASD would lose any defined attendance zone and would be open to any student within the geographic district.

(a) As an open-enrollment charter school, describe the community from which the charter school intends to draw students, including the demographic profile and the school zones of the schools also in operation within the community. Note any changes to the community that the school will draw from if authorized by the Charter Commission. Discuss the academic performance and enrollment trends of existing schools in that community if your community is changing or expanding from what is currently served under the ASD.

(b) Describe the specific demographic population of students the school currently serves under the ASD and any changes in the population of students that the school will serve under the Charter Commission.

(c) Describe any enrollment practices, processes, and policies that the charter school will use while authorized under the Charter Commission. Specially address how the school will maintain enrollment projections when moving to a non-zoned, open-enrollment environment.

LP, during its tenure with the ASD, has continued longstanding traditions and has developed significant relationships and buy-in from current Binghampton families who we believe want their children to attend CEG schools regardless of the authorizer. The Lester School building has long been the primary Binghampton neighborhood school. Many of the current students come from families whose parents or relatives attended school in the Lester building.

The community has a deep love for the school and is very proud of the traditions that have existed for so many years. Events such as kindergarten promotion ceremonies, 8th grade graduation, and a track record of athletic success were present before CEG arrived on campus and continue now as part of the school's programming and success. CEG believes the combination of academic success, athletic success, and continuation of many critical traditions will lead to the continued enrollment of students if authorized by the Charter Commission.

The location of the school in the middle of the neighborhood, combined with the lack of other significant middle school options nearby, will also be contributing factors to a smooth enrollment transition if authorized by the Charter Commission. A relatively new trend of Cornerstone Prep Denver Campus students attending Lester Prep has also provided an additional target neighborhood and pipeline for future LP students. More than 50 students currently ride a bus from Frayser to Lester Prep and CEG believes this could continue to increase as LP moves to a charter school option of choice.

Therefore, LP expects most students to continue to attend LP if authorized by the Charter Commission. CEG schools currently serve students in the Binghampton and Frayser neighborhoods, with all three schools serving families from both neighborhoods. If approved by the Charter Commission, LP intends to continue to serve students in these same zones to fill most available seats. However, if needed, LP would offer available seats to students in immediately surrounding areas and across the city who currently attend public schools.

The two primary target neighborhoods are described below.

The Binghampton neighborhood is located eight miles east of downtown Memphis and at its very geographic center. Binghampton began as an independent and racially integrated rural Memphis town in the late 1800s and early 1900s. Annexed by Memphis in 1919 when the city's growth pushed to the east, Binghampton eventually came to be surrounded by more affluent neighborhoods.

The community suffers from severe poverty and lack of economic assets. An analysis put together by the Binghampton Development Corporation shows that this severe poverty is being passed on from one generation to another and that the lack of critical assets (i.e., grocery stores, clothing outlets, thrift stores, drug stores, etc) perpetuates the cycle.

Highlighting the socio-economic issues facing the historic Binghampton neighborhood, the best fit of eight U.S. Census block groups indicated:

- A 31% decline in population from 1970 to 2000
- A 19% decline in occupied housing units, with the share in rental service increasing from 35% to 59% from 1970 to 2000
- 48% of the households have incomes under \$20,000, leading to an area median income of \$26,000
- 35% of the residents live under the poverty level, with certain Census block groups over 70%
- 33% of the households earn no wage or salary income
- 31% of the householders are female with no husband present
- 10% of the housing units are empty or abandoned, with certain Census blocks as high as 14%

The Frayser community is home to over 45,000 residents, is located 8 miles north of Downtown Memphis, and is surrounded on 3 sides by the Mississippi river and its tributaries.

Established in 1877 as a small farming community sprinkled with a few summer estates of wealthy Memphians, Frayser slowly became a hub for immigrant farmers through the addition of nearby railroad stations. By 1900, the Frayser had become a predominately Italian community. Shifting demographics came with the rise of the automobile and closure of the Frayser railroad stations. In 1958, the City of Memphis annexed the now industrial, working class suburb which was home to several factories including International Harvester.

By 1983, the International Harvester plant closed which marked the final closing of many factories in Frayser. Within a month, the Firestone Tire plant in the nearby New Chicago neighborhood had also shut down. This led the population in Frayser to dwindle with a continued lack of industrial and business investment. The neighborhood is now one of the most economically depressed and highest crime areas in Memphis.

According to the Frayser Community Development Corporation, the 1970 median income of Frayser was 110% of the median income in Shelby County. "In 2017, the median income of Frayser is just 58% relative to Shelby County. A once thriving post-WW II suburb, Frayser has been the foreclosure capital of Tennessee; 38127 led all zip codes in the Memphis area every year from 2000-2015. The average house sells for about \$34,000. At last count, there were 1,500 empty homes in Frayser—11%." Frayser CDC Organization Profile - May 2018. Additionally, according to the 2010 US Census, 46% of household units are renter-occupied.

The Frayser Community Development Corporation notes, "recently vacancies have declined, home ownership rates risen, and housing sales prices increased significantly. The Frayser community has some very real strengths. With a population that would make it the 4th largest city in Tennessee, Frayser is an exceptionally large community that exhibits a great deal of civic pride. It contains numerous churches, schools and community-wide activities that sustain the area's identity. Residents of Frayser love their community. With sprawl and fuel prices posing problems, the neighborhood's strategic location near Downtown and Midtown bode well for future investments". Frayser CDC Organization Profile - May 2018.

Demographic statistics from the 2016 American Community Survey describing the Frayser area can be found below.

- 24.9% do not graduation from High School
- \$25,144 Median household income
- 68.4% of children under 18 live in poverty
- 47.6% of the population, 16 and older, had no work in the past 12 months
- 11.7% worked full-time, year-round in the past 12 months
- 85.8% Black or African American
- 13.1% White
- 1.1% Other

CEG does not anticipate any major changes in Frayser that would positively or negatively affect student recruiting or enrollment or the demographic population currently attending LP. Frayser has a very large number of students in the area and CEG is unaware of any significant plans to increase or decrease housing.

Binghampton has lost housing over the last three years through the elimination of two apartment complexes. However, the Binghampton Development Corporation, along with the city of Memphis, have plans to bring in at least 200 multi-family apartment units located on Tillman which is a three-minute walk from the Lester campus. Current estimates are that this housing could be available in 18 to 24 months. There are also preliminary plans for additional housing on Walnut Grove near the Public Library, which is less than one mile from the school.

The potential change in authorizer certainly could impact enrollment. However, CEG does not expect that many existing students, nor future students, will choose not to enroll based on the change in authorizer. CEG believes the loss of the dedicated zone will be mitigated by the lasting relationships the school has developed as well as the reputation of the school in the community, allowing the school to recruit currently zoned students at a high level as well as students in nearby areas who are currently zoned to non-CEG schools.

However, should seats be available, CEG would recruit students across the greater Memphis area, utilizing the reputation and name recognition of ten years of operation as Cornerstone Prep and six years of Lester Prep.

The schools currently in operation within the targeted zone include, but are not limited to:

- William Herbert Brewster ES (including optional students)
- Treadwell ES
- Treadwell MS
- Corning Achievement ES
- Westside MS
- Frayser Achievement ES
- Whitney Achievement ES
- Georgian Hills Achievement ES
- Shelby County Schools ES
- Shelby County Schools MS

The academic performance of other schools in nearby areas may be best summarized by the performance of the direct-run Achievement Schools in greater Frayser and William H. Brewster and Treadwell ES/MS in greater Binghampton. Shelby County Schools and Shelby County Schools Economically Disadvantaged represent the rest of the Memphis area in which LP intends to recruit if necessary. The data below is from the TN Report Card and the publicly available Accountability Files.

School Success Rate (Math, ELA)	2018	2019	2021
William Herbert Brewster ES (including optional students)	19.8	17.1	10.0
Treadwell ES	15.4	12.9	7.2
Treadwell MS	11.5	13.8	5.2
Corning Achievement ES	7.8	11.5	4.6
Westside MS	9.6	3.3	4.0
Frayser Achievement ES	8.6	12.2	3.8
Whitney Achievement ES	8.4	11.2	2.8
Georgian Hills Achievement ES	11.2	16.5	3.1
Shelby County Schools ES	26.3	28.4	9.8
Shelby County Schools ES Economically Disadvantaged	19.6	22.2	6.5
Shelby County Schools MS	17.7	19.5	9.3
Shelby County Schools MS Economically Disadvantaged	11.7	13.6	4.9

Enrollment trends for these schools are somewhat mixed but overall indicate a downward trend. The most recent SCS Regional Seat analysis indicates that some of the schools listed below are at or reaching the capacity of their building and/or are below SCS expected performance standards.

Enrollment	2019	2020	2021
William Herbert Brewster ES	425	497	425
Treadwell ES	690	791	693
Treadwell MS	484	603	629
Corning Achievement ES	124	127	132
Westside MS	296	316	338
Frayser Achievement ES	246	273	192
Whitney Achievement ES	275	295	234
Georgian Hills Achievement ES	282	270	229
Shelby County Schools	106k	113k	107k

Most students who currently attend public schools in Memphis are enrolled in either an ASD or SCS school. Most ASD schools serve families with similar demographics to CEG neighborhoods, with the largest collection of ASD schools being in Frayser.

SCS schools report the following statistics for their enrolled student body:

- 76.2% Black / African American
- 16.1% Hispanic
- 6.4% White
- 1.4% Asian
- 61.1% Economically Disadvantaged
- 11.8% English Language Learner
- 11.1% Students with Disabilities
- 20.7% Ready Graduate rate
- 17.3 Average ACT

As a neighborhood school with a dedicated zone, LP historically had no need to develop a lottery application process nor a significant recruiting process as the school served all students located inside of the designated zone and typically met or exceeded the annual enrollment target.

Should LP be authorized by the Charter Commission, LP will begin communicating with current students and recruiting students from the two primary identified zones, Frayser and Binghampton. The communication and recruiting plans are described below.

The school Principal and CEG Director of Public Relations and Recruitment will provide clear and accurate information to parents about the ability for their students to continue their education with their current school. The school will partner with existing community partners such as the Binghampton Development Corporation to recruit students in the target communities. We are confident that our academic results, wrap-around support, and dedication to our students will provide the basis for a strong marketing campaign.

Parents and other community members will be informed about LP's transition to the Charter Commission, along with the enrollment implications, through our Capstone Education Group main website, Instagram page and Facebook page. CEG may use other tools, such as mailings, billboards, open houses, home visits, apartment complex canvassing, neighborhood walks, radio and TV ads and other media outlets. CEG plans to attend the annual charter school fair and other places where parents may be seeking information about school options for their children.

The Director of Public Relations and Recruitment and Principal will be responsible for all student recruitment initiatives for the newly authorized school. This person will work with the Executive Director to develop and execute the student enrollment plan to reach enrollment targets. Example responsibilities include the following:

- Proactively meet with parents and community members during the critical March-August student recruiting period
- Develop and execute marketing strategies
- Attend recruiting fairs and community events to recruit students
- Conduct home visits with new and returning families
- Stay connected with parents over the summer, proactively calling them, encouraging them and answering questions they may have and working with them to ensure that their child is prepared to start school in August

As is true currently, LP is open to all eligible students as defined by the authorizer and state regulations. CEG will execute the recruitment plan as described above, but will include the following strategies for specific subgroups:

Students with Disabilities:

In all recruitment materials, CEG will explicitly state the school serves all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.

CEG will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Parent Academy, the Department of Children and Families, Early Intervention Centers).

LP will not deny enrollment to any student because of a disability and will not ask if a student has an IEP until the student is accepted in the school through the application or lottery process. After the student is accepted in the school, the charter school will obtain the necessary documentation to appropriately serve each individual student.

English Language Learners:

All promotional materials and applications will be printed in Spanish. Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. For students that may speak other languages, our EL teachers will reach out to translators to support with communication.

We will attend and distribute materials at organizations throughout Memphis that provide adult EL classes and our support to families from other countries. Those organizations include Memphis Refugee Empowerment Program, World Relief Memphis and local libraries and colleges.

Should the need arise for widening the communication strategy regarding enrollment opportunities, CEG will utilize existing relationships with:

- The Exchange Club Family Center
- Agape Family Child and Services
- Memphis Public Library Service
- Memphis Refugee Empowerment Program
- World Relief Memphis
- Preschool, day care and Head Start programs
- Local churches and synagogues
- Memphis Education Fund
- Tennessee Charter School Center
- Stand for Children
- Local Community Redevelopment organizations

These organizations work with many communities within Memphis which will help with reaching out to more families.

Some of the key enrollment practices are described below:

- By December 31st of every year, LP will notify the Commission of the enrollment period for the upcoming school year.
- By December 31st of every year, LP will provide to the Commission the application template that it plans to use during the enrollment period
- LP will ensure that the application does not discriminate on the basis of race, color, national origin, sex, disability, and age.
- LP will translate the application into the languages necessary for the community
- Should LP receive more applications than the planned capacity, LP will conduct a lottery in accordance with Tennessee Code Annotated (T.C.A.) § 49-13-113.3
- As a part of the enrollment process, any student entering school for the first time must present:
 - A birth certificate or officially acceptable evidence of date of birth at the time of registration
 - Evidence of state-required immunization.
 - Any student enrolling for the first time in a US school, should provide evidence of a current physical examination dated within the last calendar year
 - If a parent does not have or cannot obtain a birth certificate, LP will determine which documents are acceptable as proof of birth.
 - LP will not deny enrollment based on the inability to produce social security cards or numbers, health forms, birth certificates, or other information.
 - LP will only require immunization records for enrollment.
 - LP will follow the McKinney-Vento parameters regarding students who are homeless.
 - If a student does not have the required immunizations, LP will work with the family to schedule an immediate appointment for the student to receive the required immunizations. Students may be exempt from immunization requirements due to medical or religious reasons. The school leader shall make the exemption determination and shall retain documentation of exemption from the parent/guardian.
 - LP will use all resources available to assist in determining if enrolled students reside in the jurisdiction of the charter school, including but not limited to proof of residency, utility bills, real

estate records, and home visits. It is within the discretion of the school to determine which documents are acceptable as proof of residency.

- Once a student enrolls, LP will immediately request the student's records from the student's previous school. LP will contact the school from which the student is transferring to request a copy of the student's cumulative file, including the student's Individualized Education Program (IEP) or behavior plans, if applicable.
- When a student with an IEP enrolls, LP will complete the IEP development process as soon as possible after the student's enrollment.
- LP will identify, in a timely manner, English Learner (EL) students who need language acquisition services.

See section I.10 and Attachment D for additional enrollment details.

Transitioning to a non-zoned, open enrollment school may provide LP an opportunity to run a lottery application process with an anticipated waitlist. The school is set up to effectively administer a compliant lottery and waitlist with SchoolMint, our current enrollment software. More information about the lottery process can be found in section I.10 and in Attachment D.

The high-level enrollment and lottery points have been noted above or in following sections or attachments. However, LP will follow all of the Charter Commission requirements including ones not explicitly mentioned in the application.

(d) Complete the enrollment summary and anticipated demographics charts below (removing any extra grade levels as necessary).

LP enrollment tends to fluctuate, ranging from 223 to 289 students in grades 6-8. For the last two years, enrollment in grades 6 and 7 have been strong, with more than 100 students enrolling in each grade for each of the last two years.

As noted above, the Binghamton community suffers from high family mobility, resulting in significant change in the actual students enrolled year-over-year. Student mobility has been as high as 35% per year. These transitions make it hard for students as well as hard for LP to deliver consistent, increasing student achievement results, as new students typically enter the school below where former students were when they left. Teachers therefore must put in considerable effort to close gaps for new students each year.

The number of students also fluctuates making it difficult to forecast by grade. LP typically rolls over actual enrollment totals by grade from one year to the other as the best budgeting approach.

The forecast below is based on the budget enrollment for this year, as well as the current uptick in enrollment in grades 6 and 7 over the last two year, rolled forward year over year. The full capacity column simply represents an even distribution of students across the grades.

Grade Level	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2026	Full Enroll
6	105	100	100	100	100	100
7	100	100	100	100	100	100
8	95	100	100	100	100	100
Total	300	300	300	300	300	300

Current demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	99%	20%	8%
Anticipated demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	99%	20%	8%

Additional LP student demographics include:

- 48% male, 52% female
- 93% African American, 7% other

As noted previously, LP expects no significant change in the Binghamton or Frayser community, nor to the current demographics of the students attending LP.

1.3 Academic Focus and Plan

In this section:

(a) Describe any key academic plan features for the charter school that will differ from the operator's original application, the rationale for implementing these different features and any new resources they would require.

(b) Describe what went well that the school intends to continue if authorized by the Charter Commission. NOTE: Reviewers will review the original application for context and may ask questions during the capacity interview regarding the academic program.

While CEG sees opportunity to continue to increase student achievement above current levels, LP scholars have displayed significant academic growth over the past three years and therefore CEG does not plan to change any key academic plans if authorized by the Charter Commission. CEG created the plan 7 years ago for LP and subsequently codified the academic plan, along with the other key elements of the CEG approach, six years ago in a document called the blueprint (see attached for the current CEG blueprints.). All current CEG schools abide by the CEG blueprints and believe that increased achievement comes from better execution of the systems and practices identified in the blueprint and not by making significant changes to the academic plan.

The blueprint is based on best practices from the highest performing schools around the country, modified to meet the needs of students attending neighborhood schools in Memphis. Each year leaders review the blueprint and make small edits to improve the academic and culture plan, but no significant changes have been made to the key academic or cultural plans and none are expected for the future.

There are several key elements of the blueprint that drive the academic and cultural outcomes. These key elements have gone well at LP and the school intends to continue to utilize these elements if authorized by the Charter Commission. All of the details of the academic plan can be found in the attached academic blueprint (primarily on pages 8-86) but some of the key elements are discussed below.

The LP academic plan, educational philosophy, and instructional methods align with the school mission to equip students with the Wisdom and Knowledge they need to succeed in college. The academic plan also supports the CEG desire to serve students in under resourced and underserved communities, typically meaning students who lag other students academically. Therefore, the academic philosophy must both meet students at their instructional level and build their knowledge up to grade level. Based on the mission and targeted student population, LP employs curriculum-scaffolded instruction and a time block called Learning Lab to effectively meet the needs of its students. The CEG Director of Academic Achievement provides teachers with the curriculum and other resources necessary to execute the instructional expectations for each subject area. Teachers internalize lessons by scripting key points, creating exemplar responses and crafting guiding questions based on possible misconceptions.

Outside of the core learning block for each subject, Learning Lab represents the most effective strategy for closing the achievement gap for CEG students. During Learning Lab, students receive 60 minutes of focused intervention. In this learning model, teachers work with a set group of students with similar instructional needs, to increase student proficiency on a set of objectives/skills. Teachers serve students below grade level with the appropriate leveled instruction designed to address deficits while students on or above grade level receive enrichment activities. School leaders and teachers work together to deliver the necessary curriculum and instruction to provide differentiated instruction during this critical time block. More information on the Learning Lab block can be found on pages 51-63 of the blueprint.

Scaffolded instruction provides another important characteristic of the academic plan. Teachers heavily emphasize scaffolded instruction during core/grade level instruction during the first semester while reducing the emphasis during second semester. Scaffolded instruction, through the Gradual Release of Responsibility model, provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the standards/skills that are being taught. Pages 65-67 of the blueprint contain more details on the Gradual release model.

Direct instruction permeates the first component of the gradual release model. During direct instruction, the teacher models his or her thinking and understanding of the content for students. This part of the instructional model should be brief in nature, should establish the purpose or intended learning outcomes and cues students in on how to solve or respond to questions. Strategies that help to facilitate this instructional strategy include Think Alouds, Board=Paper, Anchor Charts and Graphic Organizers.

Guided practice provides the second component of the gradual release of responsibility model. During guided practice, the teacher will prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. Guided practice produces proficiency through active application of the information that was taught. Effective teachers maximize guided practice during instructional time to make sure that students successfully learn a desired skill with reduced teacher support. Strategies used during this part of instruction are the following:

Think/Pair/Share- 1) Think. The teacher provokes students' thinking with a question or prompt or observation. The students should take a minute just to THINK about the question. 2) Pair. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. 3) Share. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.

Turn and Talk- This strategy is an oral language support strategy that provides students scaffolded interactions to formulate ideas and share their thinking with another student. When Turn and Talk is used, all students have a chance to share their thinking in a low-risk setting. Verbalizing their thinking, supports students understanding and provides conversation at a peer level, a model close to the language the student controls.

Stop and Jot- This is a processing activity that gives students the opportunity to respond to questions in writing. Asking students to think and write about what they are learning promotes retention and comprehension. These quick checks for understanding help students make sense of what they are learning before moving on in the lesson.

The third component that has been added to the gradual release of responsibility model is Peer Practice. During Peer Practice time, students will work in pairs and use the modeled process to complete practice problems. Teacher circulates the classroom to listen to student's conversations about the work and to provide feedback. Supporting strategies for this portion of the instructional model include the following:

Circulation- A TLAC strategy in which a teacher moves strategically around the room during all parts of a lesson

The final component of the gradual release of responsibility model is Independent Practice. Students work independently to complete the assignment/assessment of learning. They may use notes, activities and classroom learning to complete the assignment. At this point of the lesson, students have taken full responsibility of the learning.

The gradual release of responsibility model provides the scaffolds necessary for all students to have an access point to rigorous and challenging work.

Other, more general best practices that LP will continue to employ include the extended day, more time on task for ELA, math, science, and social studies, data driven decision-making based on daily assessments such as do nows

and exit tickets, weekly assessments known as Show What You Know (SWYK) quizzes, interim assessments, effective data protocols and meetings each week, lesson plan review and feedback, live coaching, extensive summer professional development, and daily and weekly practice and professional development. The details around all of these can be found in the blueprint.

In summary, LP will continue to employ the critical components of Learning Lab and scaffolded instruction, along with overall general best practices explained in detail in the blueprint included as an attachment to this application, to meet students' needs and equip them with the Wisdom and Knowledge necessary to succeed in college and become leaders in their community if authorized by the Charter Commission.

1.4 Academic Performance Standards

In this section:

- (a) Describe how the school met the academic performance standards of the ASD such that it is qualified to exit the ASD. How does the school plan to continue this upward trajectory to remain open under the charter Commission?**
- (b) Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.**
- (c) Describe the process for setting, monitoring, and revising academic achievement goals.**
- (d) Describe corrective action plans if school falls below state and/or district academic achievement expectations.**

The former Lester school performed consistently in the bottom 5% of schools in the state of Tennessee and was the lowest performing school in the state of Tennessee prior to the CEG transition and therefore was eligible for transformation as part of the ASD. CEG opened Lester Prep as a middle school seven years ago. LP has consistently shown an ability to grow students at above average levels and outperformed other ASD middle schools in the city. Some of the key ways LP has met the academic standards of the ASD such that it qualified to exit the ASD are discussed below.

As noted previously, students enter Lester Prep with significant academic gaps. LP has done an outstanding job of meeting scholars at their identified level of need, and differentiating instruction well, while at the same time delivering grade level instruction to all students, helping those at grade level continue to grow while helping those below grade level get exposed to grade level content.

The founders of Lester Prep developed the Learning Lab concept as the primary intervention tool for addressing significant academic gaps in a systematic way. School leaders developed a plan to group students by ability and learning level for significant amounts of time each day to ensure that students could receive differentiated instruction at their level in a consistent manner. LP's ability to deliver this instruction effectively can be seen in the school's consistent growth as reflected in TVAAS and in MAP assessments. LP's execution of grade level instruction with strong differentiated teaching for every child has been a critical part of the academic success of Lester Prep and is the most significant way the school has met the academic performance standards of the ASD such that it is qualified to exit the ASD.

Delivering effective instruction across all four core subject areas has been another critical success factor in leading Lester Prep to meet the academic performance standards of the ASD such as qualified to exit. The lifetime average growth for each of the core subjects is listed below based on NWAEE MAP data.

- Math 1.4 years of average annual academic growth
- Reading 1.5 years of average annual academic growth
- Language 1.6 years of average annual academic growth
- Science 1.4 years of average annual academic growth

These growth numbers since the inception of Lester Prep indicate a consistency across all the disciplines. This type of consistency is generated by effective, ongoing professional development, a strong culture across the school, and an intentional focus on all four core subject areas. This unique consistency in middle school performance has led to the high TVAAS scores as well as the consistent ability of Lester Prep to close student gaps across all learning platforms. This schoolwide success is a critical part of meeting the academic performance standards of the ASD

such that it qualified to exit the ASD and will be critical in ensuring the continuation of this upward trajectory if authorized by the Charter Commission.

In conclusion, LP met the academic performance standards of the ASD such that is qualified to exit the ASD through effective implementation of the best practices found in the blueprint around Learning Lab, school culture, and the specific academic expectations for each of the core subjects. LP plans to continue this execution, and with the additions of new curriculum in math and ELA, will continue this upward trajectory to remain open under the Charter Commission.

LP's annual and long-term goals are as follows for all students, including all sub-groups:

1. Ensure that all students currently below grade level grow at least 1.3 years as measured by NWEA's MAP, reducing their existing achievement gap and getting them closer to being college ready.
2. Ensure that all students that are on grade level grow at least 1.0 years as measured by NWEA's MAP, keeping them on track for college.
3. Ensure that an increasing number of scholars are moving towards mastery and on track levels on TN Ready by adding 5 percentage points or the AMO amount annually to the previous year's percentages in the On Track and Master categories until surpassing the SCS district average for schools with similar demographics.
4. Earn a TVAAS 4 or higher every year in every subject.
5. Ensure scholars come to school with a 95% attendance rate, arriving on time and ready to learn and reducing the chronically absent rate by the AMO rate each year.
6. Ensure parents feel supported, heard and part of their child's success at school through annual parent satisfaction rates of 85% or more and student retention of 75% year over year.
7. Ensure teachers deliver effective instruction and participate in a joyful professional culture, measured by teacher ratings on the teacher rubric of 4 and 5 and teacher retention rates of 75%.
8. Ensure a powerful student culture that enables students to feel safe at school through the implementation of clear and consistent expectations connected to the school's core values as measured by merits, demerits, and suspensions recorded in LiveSchool.
9. Meet all local, state and federal fiduciary reporting and financial stewardship expectations, including meeting all compliance requirements, meeting all financial goals and obligations and the expectations of the governing board.

LP includes all subgroups in the goals above. LP's enrollment of EL students ranges from 5 to 25 students per year, LP includes them in the school-wide goals as well as setting individual goals from them as they move toward exiting ESL services.

CEG believes each of these goals align with the academic performance standards contained within the Charter Commission's performance framework. Each of the goals provides unique insights into the current academic level of each student at a point in time as well as that student's growth over time. CEG utilizes this mix of academic goals to monitor student progress as well as to grow and develop teachers and school leaders. Some of the ways each goal can help the school meet the academic performance standards contained within the Charter Commission's performance framework are listed below.

Successfully meeting the MAP data goals ensures those students who are too far behind to realistically make grade level mastery on TN Ready will make significant progress towards that goal. The MAP goals, established from the baseline assessment administered at the start of the year for all students in all grades, also values every child's development equally, creating goals for the teacher and the student. These outcomes lead to the accomplishment of the mission as well as students' preparation for meeting the Charter Commission's performance framework for the state assessment.

MAP data also gives teachers and school leaders comparative data that can be used to identify best practices and growth opportunities. The data provides national norm comparisons each year as well as providing a common assessment for CEG leaders to compare grade level, schools, and year over year performance within the organization.

TN Ready results provide students, families, and teachers with a measure of student mastery on the state's most important assessment. Utilizing prior year results by student, subject, in grade can also provide significant information and identifying the strength of teachers as well as the consistency of instruction over time within the organization.

The TN Ready goals listed above approximate those expected for meeting the Annual Measurable Objectives (AMO) goals each year as well as the comparative goals to the SCS district. The AMO goals for CEG schools over the last few years have been around 5 percentage point gains, supporting the alignment of current goals with goals that may be part of the Charter Commission's performance framework.

The Tennessee Value-Added Assessment System (TVAAS) measures student growth year over year, regardless of whether the student is proficient on the state assessment. This provides students, families, and school staff with important growth and performance information for individual teachers as well as for specific schools and subjects as measured by the state's assessment.

The minimum TVAAS goal score of 4 would represent a "meets standard" on the Charter Commission performance framework and would represent an above average score as provided by the state's evaluation system.

Student enrollment policies, student mobility, and family life circumstances directly impact setting, monitoring, and revising academic achievement goals for individuals and schools. All these circumstances and events cause a relatively high number of new students to enter LP each year. Therefore, the academic needs and baseline student mastery levels will be different for the school every year, based on the new cohort of students. Therefore, the long-term goals will align with the short-term goals, focusing on growth for every student and ever-increasing mastery over time based on the baseline for new students.

For returning students, LP analyzes prior year results on TN Ready, NWEA's MAP, data from weekly Show What You Know Quizzes and 9-week interim assessments to create a baseline for each student. For all new students, LP will analyze prior year results from TN Ready and the baseline NWEA MAP scores obtained during the first three weeks of school to create a baseline. Teachers and leaders analyze the data by student, class, subject, grade and school to create individual student goals and overall class and grade goals. Teachers further disaggregate the data by subgroups (for example, EL, SPED, etc.) to set goals for students and groups in these subsets.

Based on this data, school leaders work with CEG leaders to identify areas of strength, growth, and improvement and then prioritize needs for each teacher, grade and school. The school wide plans are called the School Action Plan. The format of the document was created in conjunction with Uncommon Schools and answers such questions as:

- What problem are you trying to solve?
- Why are you trying to solve it?
- What key strategies are needed to solve the problem?
- Who is responsible for executing the strategies?
- What is the evidence of progress in solving the problem?

School leaders prepare a draft School Action Plan based on the data and submit that to the Executive Director for review, refinement and finalization. Once final, the school leaders use that document to assess progress week over week and report back to the Executive Director with the progress being made.

Likewise, school leaders prepare a coaching plan for each teacher, based on student data and the teachers initial scores on the teacher rubric during the first few weeks of school. This coaching plan create a clear tool to be used by teachers and leaders to ensure teachers are delivering effective instruction that will lead to the attainment of the student's goal. Each week the Deans of Instruction meet with the teacher to review student data from the previous week and discussed plans for the following week.

CEG leaders meet with school leaders to discuss their progress towards the school's goals and if needed, refine strategies that will be used to address the school's work towards the goals. These meetings occur as often as weekly but no less than twice per month.

Then, at midyear, CEG leaders review the midyear data with the school leadership team, including interim and the second NWEA MAP assessment, to determine if goals and strategies need to be adjusted for the remaining school year.

In the case that LP falls below state, district or CEG academic achievement expectations, CEG leaders will meet with the school leaders to identify which part of the blueprint or School Action Plan is not being executed effectively. CEG leaders would build a plan with school leaders to address the blueprint or School Action Plan elements needing improvement and then create daily and weekly checkpoints to review those. Checkpoints typically include leadership team classroom walkthroughs, and daily and weekly data reviews.

The corrective action plans would most certainly include individual teaching coaching plans and practice during planning periods or before and after school, schoolwide professional developments on Fridays, teacher and/or leader walkthroughs at another successful CEG school and leader coaching sessions throughout the week with the Executive Director and Director of Academic Achievement.

CEG and LP leaders would build the corrective action plan around the following core blueprint pillars:

Purposeful Planning: Refers to everything that teachers and leaders do to ensure that curriculum is implemented effectively. For teachers, this is defined by our intellectual prep process which includes the planning and practice that is required on a daily, weekly and unit basis. For leaders, it includes facilitating teacher planning and practice, providing feedback as well as performing and reviewing audits of the curriculum across content and grade levels. Sample goals that support this area include the following: Teachers plan rigorous instruction for all students and Plans include appropriate scaffolds for rigor.

Rapid Teacher Development: Effective teachers are the strongest drivers of student achievement our ability to meet our mission depends on our success in developing our teachers. We support rapid teacher development through coaching and professional development. Sample goals that support this area of improvement include the following:

- School leaders spend 70% of their time in classrooms providing direct support to teachers.
- Coaching strategies for teachers will include modeling, live coaching, co-planning sessions, observations and feedback.

Data Driven Instruction: This is the systematic process of teaching that uses the results from student assessments to plan instruction. Research has shown this process to be an effective way to accelerate student achievement. Successful data-driven instruction depends on four fundamental keys: assessment, analysis, planning and implementation. Sample goals that support this are the following:

- School will increase proficiency on weekly SWYK by minimum of five percentage points.
- School will implement data meeting using data meeting protocol and processes.

Efficient Systems: School articulates, executes and supports common language, routines and systems necessary to deliver effective instruction and an excellent culture in every classroom as found in the culture blueprint.

Powerful Student Culture: School will equip staff with the necessary skills to create a classroom and school culture that reflects core values found in the blueprint with an “every adult matters” mindset.

The creation, implementation and monitoring of the Corrective Action Plan would be led by a member of the CEG Leadership Team with weekly school-level leader check-in meetings for updates on the Corrective Action plan. These meetings, check-ins and school walkthroughs will continue until the school begins to meet the expectations of state, district or CEG.

1.5 High School Graduation and Postsecondary Readiness

N/A

1.6 Assessments

In this section:

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

(b) Explain how the school collects and analyzes student academic data and uses it to inform instruction and professional development for teachers.

CEG defines an interim assessment as a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. LP teachers administer Exit tickets, Show What You Know Quizzes (SWYK) and CEG Interim Assessments to assess student learning needs and progress throughout the school year. All these assessments align with the curriculum map and Tennessee state standards and therefore provide accurate data on the students' progress towards CEG goals and mastery of state standards. These assessments provide valuable insight into the learning needs of every individual student as well as all sub-groups.

An Exit Ticket is an assessment administered to students at the end of every lesson in ELA, Math, Science and Social Studies classes. It is an assessment with 3 questions that are directly linked to the lesson objective. The lesson objective is connected to a Tennessee Standard but focuses on a small portion of the standard. As students complete an Exit Ticket, they are expected to hand in their Exit Ticket as they leave the classroom or when the lesson ends. Educators will immediately score the Exit Tickets and use this data to verify whether a student can solve a problem or answer a question based on the lesson. Results from the Exit Tickets should assist to drive the questions for the following lessons Do Now or warm-up.

Show What You Know Quizzes (SWYK) are weekly assessments that assess student's knowledge of several skills/objectives that have been taught during the week. The skill/objectives to be assessed should be articulated prior to the assessment. The SWYK should include "standardized test language" in the directions and mirror standardized test format. Educators will create the SWYK Quizzes using the approved network item bank. Educators include questions that address all levels of rigor based on Webb's Depth of Knowledge. SWYK quizzes may be administered as paper versions or an electronic assessment. In either case, students must show their work and thinking on a paper copy so that the teacher can review that as well as their final answer. The deans of instruction will approve the SWYK quiz before administration. The expectation is that SWYK Quizzes are graded by the end of the day when the assessment was administered. Results from the SWYK will drive the focus of weekly data meetings. Since the SWYK is aligned to the curriculum and state standard, the results provide an accurate and clear picture of how well students, grade levels and schools are progressing toward the school's goals on TN Ready.

The grading policies on these assessments can be found on pages 69-71 of the academic blueprint.

At the end of the weekly data meeting, school leaders identify next steps which could include individual professional development for certain teachers, content meetings for all teachers in a certain content area, or small group or whole staff professional development. The data drives the planning for all teachers and school leaders determine when to provide this professional development, which could be during an individual teacher's planning period, before or after school, or during the designated professional development time every Friday. The data cycle can be found on pages 75-86 and the professional development process can be found on pages 72-74 of the academic blueprint and pages 19-21 of the leader blueprint.

Teachers administer Interim Assessments every 9 weeks to assess the standards that have been taught during the 9 weeks in ELA, Math, Science and Social Studies. These assessments evaluate the learning progress of students and determine whether they are on track to perform well on TN Ready. The Director of Academic Achievement creates and distributes the assessments to schools.

CEG and school leaders review data from these assessments, comparing them to the goals and priorities of the school, and adjust as necessary to ensure that the students reach their individual goals and are progressing towards mastery on the state assessment.

In addition to the internal assessments described above, LP uses MAP and I-Ready assessments to measure and evaluate academic progress of students, student cohorts, sub-groups and the entire school throughout the year.

NWEA's Measures of Academic Progress (MAP), is administered during the Fall, Winter and Spring. MAP assesses students in Reading, Language, Math and Science. In Reading, the areas that are assessed are Word Recognition, Structure and Vocabulary, and Reading Informational Texts. The Language assessment addresses Craft Structure and Evaluation, Grammar and Usage, and Writing Conventions. The areas addressed in Mathematics include Algebra, Geometry, Measurement, Problem Solving, Reasoning, and Proofs. Finally, in science the areas that are assessed are life science, earth and space science, and physical science. As students answer questions correctly or incorrectly, the rigor of the questions either increases or decreases. Once a student completes the MAP assessment, they receive a RIT score. The RIT score indicates not only the level that the student is performing on, but also identifies the key skills that students will work on throughout the year. Teachers use this assessment information for instructional planning for individual students or an entire class.

I-Ready is an adaptive diagnostic that pinpoints student needs down to the sub-skill level and gives teachers an action plan for the success of each student. To build this instructional plan, I-Ready diagnoses student performance by domain across multiple grade levels, with questions getting easier or harder based on a student's answer to the previous question. This assessment provides the data I-Ready needs to create an individualized learning trajectory for all students. This assessment is administered 3 times a year (Fall, Winter and Spring.)

These assessments, combined with the data explained above, provide significant, consistent, systematic measures to evaluate academic progress of individual students, student cohorts, sub-groups, and are used to inform instruction and professional development for teachers.

All data is analyzed during weekly data meetings. During this meeting, all teachers, including Special Education teachers and EL teachers, will come prepared to discuss the performance of their students and identify instructional strategies for reteach, remediation or acceleration. The Deans of instruction lead the weekly data meetings as outlined in the blueprint on pages 83-85.

LP also uses Illuminate, Fastbridges, PowerTeacher and Live School to collect and analyze data. These tools are described below:

Illuminate is the organizations assessment dashboard that houses all weekly common assessments and interim assessments. After teachers administer and scores assessment, the scoring tool in Illuminate allows for teachers to receive real time data immediately. This data will be analyzed during data meetings with teachers and school leaders.

Fastbridges houses Tier II and Tier III assessment resources. AReading and AMath are the diagnostic assessments that identifies specific skills to address for intervention. CBM is the progress monitoring tool that is used to monitor student's response to the prescribed interventions each week. During RTI data meetings, students' progress is discussed to determine whether the intervention is appropriate. Adjustments are made to the intervention and the area being monitored based on students' scores over a 4-week period.

Power Teacher is CEG's online grade book. Teachers use Power Teacher to input grades from classwork, homework and weekly assessments.

Live School is CEG's online culture tracking system. LP teachers use Live School to input merit and demerits each day. Teachers and leaders use various Live School reports and information to identify individual students, teacher and cohort performance and needs. Live School reports are distributed bi-weekly as an update on student behavior.

Student performance is communicated to guardians and students bi-weekly through the distribution of Student Reports, mid-quarter through progress reports and at the end of each quarter through report cards. These reports include an update on academic performance through the reports from Power Teacher and an update on behavior through Live School Reports. In addition to those reports, parent teacher conferences are held four times each year. These meetings are for face-to-face communication between the teacher, parent and/or other school leaders on the performance of students. This built-in system allows parents to have multiple opportunities throughout the school year to receive an update on their child's performance. Results from state assessments are publicized and disseminated to parents, staff and community members for stakeholders to continually refine the instructional program of the school. This information is communicated through the parent newsletter, the annual TSIP process, Open House and Title I meetings.

The academic blueprint contains the process in which data is analyzed, interpreted and connected to professional development. The table below describes this for each assessment.

Assessment	Frequency	Data Analysis	Professional Development
SWYK	Once a week	On Fridays, SWYK quizzes are administered to students. By 1:00 pm, all teachers will score these assessments using Illuminate scanning tool in order to have data. Weekly data meetings will occur on Fridays to discuss student performance on SWYK quizzes. Directors of Instruction in ELA/SS and Math/Science, will lead these data meetings. Teachers will share out the percentage of students that were either proficient or advanced, and discuss next steps to support students that struggled with the standard. The information gained from the data meetings will be used to inform reteaching	Based on student performance and overall trends, the DOI will provide teachers a plan for improving based on the data from each assessment. The development plan could include a variety of strategies that could be implemented during individual planning periods, before or after school or during the weekly Friday PD time. In almost all cases, the DOI will provide teachers with strategies that should be incorporated during reteach. The DOI will model for the teacher the strategy and teachers spend time practicing the strategy in front of their peers.
RTI Data Meetings	Once a month	RTI Data Meetings helps teachers review and develop interventions for Tier II and Tier III students. Progress monitoring data is reported out to determine whether students who receive interventions are on track to meeting learning goals. RTI Data Meetings are led by DOI's includes classroom teachers. Teachers are responsible for overseeing the RTI data, processes, scheduling for their grade level.	
Interim Assessments	Once a quarter	Every nine weeks, interim assessments are administered to garner student performance on the targeted standards for the unit. Once Interim Assessments are administered, teachers scan the assessments using Illuminate's scanning tool in preparation for the Interim Assessment Data Meeting. Prior to the Data Meeting, DOI's will review all interim assessments. The outcomes of the interim assessment data meetings are for teachers to: <ul style="list-style-type: none"> I. Identify the target standards to address and assess. 	

CEG equips leaders and staff with appropriate resources and tools to help make the mission a reality. Significant time is invested on professional development for leaders in analyzing, interpreting and using performance data. All Capstone Education Group leaders are expected to participate in one week of Leadership Training in the summer. During this training, essential tools such as the use of Illuminate and expectations for conducting Data Meetings are discussed and practiced. These sessions are facilitated by the Directors of Academic Achievement and the Executive

Director. During these sessions, CEG leaders review prior year leading indicator data, which includes student and staff attendance, teacher and student turnover, tardy, merits and demerits, suspensions, and other leading indicators. Then, the group reviews lag indicators, which include primarily daily, weekly, interim and year-end student achievement. During these sessions, CEG leaders discuss how to interpret and apply the data, adjusting either the blueprint or the plans to execute the blueprint for the following year. During the year, CEG and school leaders meet bi-monthly to analyze, interpret and create plans based on the data.

CEG leaders then train school leaders how to use data to drive in instruction. CEG leaders provide training on how to use the Illuminate system, the dashboard that stores student performance data. Secondly, CEG leaders equip school leaders with tools to lead a data meeting which will require participants to review previous assessment data, determine strategies to address misconception and then use the data meeting protocol to facilitate the meeting. Each leader will have a chance to analyze data and lead a session. Participants give each other feedback on their ability to identify the appropriate areas of concern.

At that point, all school leaders have been equipped in using data to drive decision-making. During summer professional development, these leaders train teachers on Illuminate, how to analyze data and how to participate in a CEG data meeting.

At year-end, CEG and school leaders review all data points, analyzing individual students, student cohorts, sub-groups, and the entire school to ensure they school has successfully met state, local and CEG goals and to make any changes necessary for the following year.

1.7 School Calendar and Schedule

In this section:

(a) Provide the annual academic calendar for the school and the school's daily schedule by grade as Attachment A.

(b) Explain why the academic calendar and schedule developed is best for student learning. Summarize how the school provides required student services and tiered interventions in its school day.

(c) Describe how the school will comply with all summer programming required under the Tennessee Learning Loss Remediation and Student Acceleration Act.

LP uses the same schedule as the other CEG schools. The school day begins at 7:20am with breakfast and instruction begins at 7:40. Dismissal occurs at 3:30 Monday-Thursday while Friday dismisses at 2:30 so that staff have 1.5 hours of Professional Development time. There are 180 instructional days in the annual calendar.

There are several reasons the calendar and schedules are best for student learning. First, the academic calendar begins with three weeks of professional development for teachers before school starts. During this time our teachers get significant training, practice, and support in the skills and knowledge they need to meet the goals for students in the organization. During this time, they also have significant planning time as well as preparation time so that they are prepared to deliver effective instruction and create a powerful student culture from the first day of school.

The academic calendar also includes professional development times during the school year. Friday afternoon professional development time allows for individual practice, training, data meetings, and planning that help teachers be effective the following week. The shortened Friday, along with planning periods and before and after school times provide ample opportunities for the Deans of Instruction and Deans of Culture to meet with teachers to ensure they are growing in their craft and equipped to meet the needs of their students.

In addition, the schedule optimizes student learning through an extended school day. Compared to other schools, LP students receive significantly more instructional time with a focus on the core subjects. The details in Attachment A display the minimum number of minutes per day for the core subjects Monday through Thursday as well as the shortened Friday.

There are several places in the daily schedule that allows teachers to provide required student services and tiered interventions. Learning Lab is the primary block where students are grouped by their learning level, receive instruction and support based on their specific need, and receive required services as needed.

During Learning Lab, students receive 60 minutes of focused intervention. In this learning model, teachers work with a set group of students with similar instructional needs, to increase student proficiency on a set of objectives/skills. Teachers serve students below grade level with the appropriate leveled instruction designed to address deficits while students on or above grade level receive enrichment activities. The services provided during this time include both required services and tiered interventions as well as opportunities for enriched learning. School leaders and teachers work together to deliver the necessary curriculum and instruction to provide differentiated instruction during this critical time block. More details regarding Learning Lab can be found on pages 51-63 of the academic blueprint while the process for RTI is described in detail in the RTI blueprint.

This block is an important part of closing the achievement gap. It is an opportunity for students to receive

targeted instruction within their zone of proximal development (or instructional level). Students are flexibly grouped throughout the school year based on student data from MAP and FastBridges data. Students receive instruction in their lowest deficit areas.

Scaffolded instruction provides another opportunity for tiered interventions. Whole group instruction is provided primarily at grade level and then subsequent time periods are reserved for small group instruction and independent practice that is scaffold to meet individual student needs. Pages 64-67 of the academic blueprint contain details about differentiated instruction and gradual release.

In addition, students are supported in classrooms by special education and English language teachers, along with designated interventionists to provide additional support. Each instructional block has a time set aside for small group instruction where necessary student services and tiered interventions can be provided. This allows for students to receive the support they need by subject during that core block each day from both their general education teacher as well as certified ESL, SPED or interventionist teachers.

LP utilizes afterschool tutoring and Saturdays as needed. In the past, LP teachers have selected small groups of students to attend afterschool tutoring, as those teachers identified a specific deficit or need. Teachers receive a stipend based on the number of hours of afterschool tutoring. Teachers and school leaders have discrepancy on when or if this is needed.

For the past three years, LP has organized several weeks of Saturday school in preparation for the TN Ready assessment. Teachers volunteer to teach ELA and math for 3 hours on selected Saturdays. Teachers receive a stipend for this extra teaching. Students are invited to attend and receive extra instruction during these selected Saturdays.

LP plans to comply with all summer programming required under the Tennessee Learning Loss Remediation and Student Acceleration Act. LP abided by the law in the summer of 2021 and will continue to do so going forward.

LP abides by the law summarized as follows. The Tennessee General Assembly enacted the Tennessee Learning Loss Remediation and Student Acceleration Act (SB 7002/HB 7004) to address the learning loss of students due to COVID-19 related school closures. Through this new law, all school districts in Tennessee will be required to offer learning loss remediation summer programs for students in grades K-8, starting in summer 2021.

All school districts in Tennessee are required to offer in-person learning loss remediation and student acceleration programs, including summer learning camps, after-school learning mini-camps, and learning loss bridge camps. School districts and public charter schools may partner with each other to jointly establish the programs, and they may also seek assistance from public or non-profit community partners.

Priority students will include students who score below proficient in math or reading on their most recent state test or state-approved screener, students who attend a school where less than 50% of students are proficient in math or reading, or students eligible for TANF benefits. Student participation is optional, unless the district chooses to adopt a policy that requires participation.

The state will fully fund the learning loss remediation and student acceleration programs for all priority students who enroll. School districts may offer additional seats to non-priority students if there are additional seats available, or if a school district decides to pay for additional seats.

LP participated in the camp hosted at CPD in 2021 to meet the summer programming required under the Tennessee Learning Loss Remediation and Student Acceleration Act. LP plans to once again partner with either the LEA provided summer learning opportunities for its students or with other charter schools in the Frayser area moving forward to meet this summer requirement.

1.8 Special Populations

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide services to students with disabilities, English Learners (EL), or other special populations. Each charter operator may attempt to contract with a local school district or other partner to provide services, if needed, but the charter operator bears all responsibility to establish any such agreements.

In this section:

(a) Describe how the school currently oversees special populations, including the members of the leadership overseeing the work.

(b) Describe the following related to students with disabilities:

i. Specific instructional programs, practices, and strategies the school employs to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities and note any changes to the school's plans under the Charter Commission. Describe any programmatic or contracted services that will change if authorized by the Charter Commission.

ii. The current staffing to support students with disabilities;

iii. How the school monitors and evaluates the progress and success of students with disabilities.

(c) Describe the following related to EL students in accordance with State Board Policy 3.207:

i. How the school identifies EL students, including how students are screened;

The specific instructional programs, practices, and strategies the school employs to ensure academic success and equitable access to the core academic program for EL students;

iii. The current staffing to support EL students and how the school meets the 1:35 teacher-to-student ratio;

iv. How the school implements individual learning plans (ILPs) for all EL students; and

v. How the school monitors and evaluates the progress and success of EL students, including exiting students from EL services.

LP provides special education services that follow the IDEA continuum of services and guidelines for 504 and English Language Learners. These services are mostly be conducted in general education settings, resource environments or self-contained classrooms.

Here are the general principles on which the school supports students with disabilities:

- Ensure a comprehensive screening and assessment plan emphasizing the early identification and evaluation of students with disabilities;
- Utilize the Individualized Education Program (IEP) team for reviewing assessments, formulating programming, and determining placement for every student with a disability, meeting their unique needs with a plan reviewed annually
- Ensure that placements are made to educate students with disabilities with nondisabled, age-appropriate peers to the maximum extent appropriate;
- Execute discipline practices in accordance with the requirements of state and federal laws;
- Involve parents of students with disabilities in a meaningful dialogue all throughout the process
- Allow parents to express complaints or grievances through the appropriate school channels, and if still unresolved, through the authorizing body

A more detailed description of the services are as follows:

Inclusion/General Education Settings: Most students with special needs are included in the general education environment. In the academic classes, students typically receive whole group and small group instruction. Students generally participate in all assignments, activities, etc. with any needed accommodations and modifications.

Resource Settings: Students receive special education services in a classroom environment specifically designed to more effectively meet their needs.

Gifted and Talented Settings: Students who have been identified as gifted receive academic and cultural enrichment. These services are offered in the general education setting, as a part of the inclusion program, and in a separate pull-out model.

Self-Contained Settings: Students receive special education services in a classroom environment specifically designed to address their needs, which are typically intensive or extensive.

Currently, CEG schools provide self-contained classrooms for students who have cognitive or adaptive scale scores below 70 based on the IQ and Adaptive assessments that are provided by the psychologist. The structure of the classrooms are as follows:

Curriculum: The students receive instruction in Reading, Writing, Math and Pre-Vocational / Life Schools. The curricula that is used to support these areas are Sing/Spell/Read/Write Winning Program, EDMARK Functional Reading Skills and Musical Math. Instructional strategies that are used include explicit direct instruction and the incorporation of multiple intelligences (kinesthetic, visual, musical.)

Students with 504s: Students who have 504's will be instructed in the general education classroom. Teachers will implement the needs of the 504, which may include frequent breaks, modified assignments, etc. For students that have counseling as part of their 504 plan, they will receive this service from the school counselor.

CEG serves EL students in accordance with State Board Policy 3.207. Students receive most of the instruction in their assigned general education classroom. EL teachers push into their English Language Arts classes and serve as a co-teacher in the classroom. Time is also dedicated for additional instruction from the EL teacher through pull out instruction. This support focuses on basic language acquisition. The details of the EL academic plan are provided later in this section.

Lester Prep and Cornerstone Prep Lester Campus each have significant EL populations. Each school has two fulltime EL teachers along with a network wide EL lead. LP EL enrollment has always been less than 5 students and therefore LP served these students with a part-time EL teacher and the support of the network wide EL lead.

Capstone Education Group has a Director of Special Education whose responsibility is to ensure that all students with IEP's are receiving services through the management of the Special Education Coordinator and Special Education Teachers. The Director of Special Education has 26 years of educational experience in which 15 of those years were dedicated to Special Education. The Director of Special Education initially started as a resource/inclusion teacher and moved on to become a Director of Special Education.

CEG also employs an Assistant Director of Special Education that serves all three schools. The current Assistant Director has 3 years of experience serving as the Director of Special Education in a charter school and taught as a special education teacher for more than 5 years prior to moving into the leadership role. The duties for this role are described later in this section.

LP school leaders and the CEG network team work together to oversee special populations in the school. The Principal has many years of experience working with special populations, having worked at the school for more than 3 years and having leadership experience with special education prior to joining CEG. The network team works with the school leaders and the special education teachers and assistants to ensure the special populations receive all the necessary support and communication necessary for these students to be successful. Weekly meetings with both leaders and teachers ensure that all compliance and educational goals are being met for each student.

The school and leadership team work together at year-end to review the progress of all special education students and to identify students ready to exit the special education program. Exit From Special Education occurs when the child:

- No longer meets the Tennessee eligibility standards,
- No longer requires special education and related services,
- Graduates with a regular diploma, or
- Exceeds the age of eligibility for FAPE (age 21) before the start of the school

The staffing model assumes 20% of LP students will qualify for Special Education services. These students are served by 4 certified special education teachers and 2 special education assistants or one-on-one assistants. The job descriptions below reflect the staffing needs based on the assumed special education population. As new students with disabilities enroll or students who are identified as having an IEP, adjustments will be made either using teacher personnel or through the hiring of additional staff. To ensure that we have qualified Special Education Teachers, the Director of Special Education will review all potential applicants and work with the HR department to review licensure obligations.

The self-contained classroom lead teacher and assistant teacher are charged with the following tasks:

- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Lead the self-contained classroom throughout the school day for students who need a setting outside of the general education classroom setting
- Employ special educational strategies and techniques during instruction to improve the development of skills, language, cognition, and memory
- Deliver curriculum for special-needs students, based upon a variety of instructional techniques and technologies
- Teach personal development skills such as goal setting, independence, and self-advocacy
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Create and maintain baseline measures and ensure all assessments conducted
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed
- Be available for Special Education families on an as-needed basis
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations
- Test students as necessary during state testing and prepare, administer, and grade interim tests and assignments to evaluate students' progress

Similarly, the inclusion teacher job description includes the following key duties:

- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development
- Work in general education classrooms throughout the school day for students who need additional support
- Utilize pull-out sessions as needed to provide extra, focused instruction
- Employ special educational strategies and techniques during instruction to improve the development of skills, language, cognition, and memory

- Work with the general education teachers to modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies
- Observe and evaluate students' performance, behavior, social development, and physical health
- Create and maintain baseline measures and ensure all assessments conducted
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed
- Be available for Special Education families on an as-needed basis
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations
- Test students as necessary during state testing and prepare, administer, and grade interim tests and assignments to evaluate students' progress

School leaders work collaboratively with special education leaders and teachers to ensure that the schedule supports the needs of the special education students.

The Director of Special Education is charged with the following job duties:

- Confer with school level SPED staff, parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans to promote students' educational, physical, and social development.
- Equip SPED teachers to work in general education classrooms throughout the school day
- Equip SPED teachers to utilize pull-out sessions as needed to provide extra, focused instruction
- Provide professional development to help all teachers employ special educational strategies and techniques during instruction to improve the development of skills, language, cognition, and memory
- Ensure SPED teachers modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies.
- Create and maintain baseline measures and ensure all assessments conducted
- Follow up with providers to confirm that IEP attendance, reports, and services are being completed
- Be available for Special Education families on an as-needed basis

The Assistant Director of Special Education is responsible for the following:

- Systematically and continuously monitors the incoming students into the school and determine the necessary required documents to provide:
 - appropriate program placement in a prompt matter
 - monitors instructional processes to ensure that program activities are related to program outcomes and IEP connections through monitoring data collection of classroom teacher documents.
 - Works with staff to ensure that curriculum accountability and renewal is continuous and responsive to student needs based on IEP goals and objectives through obtaining required documents from previous schools attended.
 - Makes recommendations for assignments and/or reassignments of Special Education staff based on meeting the needs of special education students placed within program
- Classroom teacher assistance
 - Assists teachers in identifying and coordinating an instructional program that matches the student's individual needs and instructional levels based on current assessments and development of appropriately written instructional IEP's.
 - Assists in improving the instructional program through classroom observation, visitation, and special education meetings through Friday Professional Development activities
 - Promotes the development, maintenance, and utilization of appropriate information systems and records necessary
 - Assists with the Special Education teachers for use of EasyIEP to enhance understanding the expectations of record keeping for IEP meetings, re-evaluation meetings, and initial consent meeting requirements.

- Assists in developing individualized instructional plans when appropriately necessary for teacher support.
- Assists special education teachers in the use of criterion referenced testing to develop and write instructionally appropriate IEP's.
- Participates in Initial Consent meetings, Annual IEP meetings, Re-Evaluation meetings as needed for support. Facilitate Least Restrictive Environment placement of handicapped students through acting as LEA in special education meetings as scheduled.
- Mediates and facilitates effective resolution of conflicts in a timely fashion related to Special Education student needs. Works with parents, campus personnel, and other central administrators to analyze and solve problems.
- Works with the Director of Special Education to develop and deliver effective Professional development for special education and general education teachers
- Works with the Director of Special Education to ensure effective reporting and communication on all SPED issues
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations

School psychologists are contracted positions which serve in the following capacity:

- Support the Director of Academic Achievement and RTI with the following:
- Serve as a member of the Child Study Team which may include:
- Act as an intermediary between RTI outcomes and Special Education
- Interpret progress monitoring data, assessment data, and classroom data to help inform decision making
- Create a “toolbox” for teachers to help them develop strategies and interventions which can be used to differentiate with the classroom both academically and behaviorally
- Assist staff with the use and implementation of various assessments prior to initial consent for special education including reading inventories such as the Qualitative Reading Inventory 5 and behavior screenings such as the Behavior Evaluation Screening Summary
- Support the Director of Special Education in meeting the assessment and other needs of students surrounding 504 plans which may include:
- Serve as the legal interpreter of evaluation results according to Tennessee Law
- Conduct various evaluations including intellectual testing, achievement testing, social/emotional testing, functional behavior assessments, and adaptive behavior assessments within the legal timeframes (e.g. 60 calendar days to complete initial consent testing)

The network Gifted Program Lead works closely with general education teachers to identify potentially gifted students, completes the assessments, creates the IEPs and then delivers the instruction for all gifted students across the three schools.

CEG also employs a nurse to provide essential daily and other regular services for all CEG students, including those with special needs.

LP works with Shelby County Schools and other local providers to provide student services that cannot be provided effectively on the LP campus. For externally placed students, the caseworker at the school that student has been placed to attend ensures that they are following the services as designated in the IEP. The Director of Special Education attends all IEP and re-evaluations to ensure FAPE is in place. The Director of Special Education receives all original documents from the IEP meeting. It is housed at the LEA school.

Capstone Education Group partners with Le Bonheur to provide students with the following services: Occupational Therapy, Speech and Language Therapy, and Physical Therapy. Services providers will maintain a practice log and electronically archive communications concerning service delivery. Documentation will be compared to students' service requirements for feasibility. Please find below the relevant portions of the contract agreement with Le Bonheur:

Hospital agrees to provide the Facility with physical therapy, occupational therapy and/or speech language pathology services for part B eligible children in accordance with a plan of care established by the multidisciplinary team, with parent input, documented on the Individualized Education Plan (IEP). Hospital will participate in the development and implementation of each student's IEP in accordance with Facility policies and procedures. Hospital will provide all therapy evaluation, and consultation services at the Facility. In the case of providing services for a school system or district, Facility is interpreted as possibly more than one location (school).

Hospital services will be provided by qualified, registered and licensed physical and occupational therapists and/or speech language pathologists. Hospital will provide evidence of licensure by the Tennessee Licensing Board, upon request. Therapy areas and equipment will be maintained in a safe, clean and professional manner. Hospital staff will participate in disaster drills and evacuations, as appropriate.

Hospital will adhere to the policies and procedures established by the Facility and will abide by all rules, regulations, and credentialing requirements of the Facility that are applicable to the therapist duties and responsibilities.

Hospital will abide by rules and regulations concerning patient confidentiality in the same manner and to the same degree as are required of the employees of the Facility.

Hospital and Facility will develop a mutually agreed upon plan to include, but not limited to, collaboration between support and frontline staff; in order to obtain all necessary medical prescriptions for therapy, equipment, and authorization for services, as specified by child's physician.

Facility will provide access to the student in all school environments during the course of the daily routine, for the provision of inclusive services. Facility will provide access to dedicated private space for the provision of testing and direct therapeutic services.

To the extent required by Section 1861 of the Social Security Act, each party shall, upon proper request allow the United States Department of Health and Human Services, the Comptroller General of the United States, and their duly authorized representatives access to this Agreement and to all books, documents, and records necessary to verify the nature and extent of the costs of services provided by either party under this Agreement, at any time during the term of this Agreement and for an additional period of four (4) years following the last date services are furnished under this Agreement. If either party carries out any of its duties under this Agreement through an agreement between it and an individual or organization related to it, that party to this Agreement shall require that a clause be included in the Agreement to the effect that until the expiration of four (4) years after the furnishing of services pursuant to such agreement, the related organization shall make available, upon request by the United States Department of Health and Human Services, the Comptroller General of the United States, or any of their duly authorized representatives, all agreements, books, documents, and records of such related organization that are necessary to verify the nature and extent of the costs of services provided under that agreement.

LP uses the same data process for data analysis to evaluate data and academic process for students with disabilities, English Learners, at risk students and gifted students. CEG network leaders responsible for special education, ELL and gifted join the school leaders and teachers to evaluate the data and ensure the academic success for all students. See sections 1.4 and 1.6 for detailed explanations of the assessments and the data cycle.

When a child is struggling in the classroom with academic performance levels, the teacher uses multiple intervention strategies designed to identify specific needs and provide the implementation of strategies for student learning and success. This process allows the teacher to apply interventions daily for academic support. Based on student responses, teachers will determine if they are successful in the advancement of academic learning for the child's academic program, or if additional support is needed. If successful there is no need for further action to be taken, because the results indicate that the child has shown academic growth through the response to intervention. If Tier I and Tier II strategies are not successful, the teacher can proceed to referring the child to the Child Study Team process to provide additional options for academic success.

Once that child's name has been submitted to the Child Study team, the team begins the process of evaluation. The parent is notified that the child has been identified as a struggling student in areas of academic learning, and a meeting with the team and parent is set up to discuss testing and evaluations options and gain permission to begin the process. Initial consent is obtained and testing and evaluations begin. Depending upon the child's performance levels, the necessary testing is set up and completed by the appropriate staff. Once the testing and evaluations are completed, the team meets again with the parent and discusses the results and options to support the student's academic/behavioral needs.

CEG seeks to avoid misidentification of children for special needs services. CEG accomplishes this through the intentional, individual attention given to student needs. The process noted above ensures that teachers use all typical intervention strategies as part of the daily instructional model. Then, all stakeholders analyze academic and behavioral data for the child presented for their evaluation. Every child receives an individualized plan and evaluation that allows and encourages the specificity in determining an exact identification of needs for that child to assist each child in their academic track for success.

CEG instructional programs and practices provide plans and methods to meet the academic and behavioral needs of all students. CEG programs include special education options from Inclusion support in the general education classroom to the self-contained classroom settings. CEG prefers the best practice of teaching the student in their least restrictive environment.

The inclusion classroom settings provide academic support for a child that needs minimal support for academic success. This service is provided in the general education classroom with the support of a general education teacher and a special education teacher delivering services and providing academic support for the child's success. This delivery service is provided for students in the areas of Reading/Language Arts and Math. This is additional support for grade level instruction and performance levels.

Students unsuccessful with the first level of support received further interventions, called Resource Support. Resource Support provides academic support in a separate special education setting. This is small group instruction provided in Reading/Language Arts and Math areas of instruction. In this area of support, students work on their deficit levels of academic area of needs in a smaller group or individual group setting.

The most restrictive learning environment is a self-contained classroom setting. This setting best supports students unable to be successful with the first two layers of intervention. (In other words, children are not able to participate successfully in the general education curriculum with success.) These children require individual goals and objectives determined for their level of understanding and success. Strategies that are used to support these areas of learning are provided through implementation of differentiation in academic activities and materials in all areas of classroom learning. Tutoring is available after school for academic support as well as Saturday school being provided for additional academic supports and strategies for learning success. Learning labs and additional support from reading specialists provide students with additional strategies for academic support.

Continuum of services is provided through annual updates of the IEP goals and objectives as well as Re-Evaluations that occur every three years to determine present levels of performance. These safeguards allow careful and considerate modifications and adjustments of program instruction for maximum learning success.

General education curriculum is always the primary option for children to find learning success. Exposure to general education curriculum can be provided to all students through the participation in general education settings. Many students unable to be successful in general education classrooms for core subjects will still attend support classes such as P.E., Art, Computer, etc. These activities allow and encourage participation with general education peers and maximize the interactions between students within the school setting to ensure academic success to all students enrolled in the school setting.

Fidelity checks are completed on all Special Education students to ensure that appropriate instructional practices are being implemented for student success. A stakeholder who does not provide academic services to the child completes these checks. School psychologists, Special Education Coordinator, Director of Special Education as well as appointed staff will complete these as non-biased and non-judgmental observations that are presented to the team for review.

Progress monitoring is completed weekly in the areas of Reading and Math to provide data for individual levels of growth and progress. These are completed using a standardized platform of Fast-Bridges computerized program implemented school-wide for all students.

Progress reports for IEP goals and objectives are updated every nine weeks. These progress reports are sent home for parental review. If any adjustments are needed, the case manager can call an IEP meeting and make the necessary adjustments to maximize academic success.

Annual IEP updates occur each year to guarantee that the child is making adequate progress in their learning program. When needed, meetings with the team are scheduled and a new learning plan is developed to support the child's present levels of performance. IEP addendums can also occur to make any needed adjustments in the learning path provided by the IEP goals and objectives.

Re-evaluations occur every three years and can provide team with additional data as needed for student success as well as to continue services. If a classification or identification of disability needs to be adjusted, this is the time and place for it to occur for student academic success. The Director of Special Education, Assistant Director of Special Education and school personnel work together to coordinate communication with the LEA and other critical stakeholders in the process.

CEG provides instruction by teachers trained in the WIDA standards and serves EL students in accordance with State Board Policy 3.207. EL students are identified immediately after registration by gathering all the Home Language Surveys that indicate any language other than English spoken by the student. EL teachers gather all prior records from students who come from other schools. If records cannot be attained, then the student must be tested. All students who do not have a WIDA score from the previous spring are given the WIDA Screener to determine if he or she qualifies for EL services. Students who have received WIDA scores from the past school year will receive EL services depending on their previous year score. By the third week of school, the EL teachers complete testing and identifies the services each EL requires. If a student enrolls mid-year, the same process is completed as indicated from the beginning of the year, within 10 days of enrollment in school. EL teachers receive results from ACCESS 2.0 and use the results to determine how many hours of service the EL student will receive. EL teachers also evaluate each student's scores in Listening, Speaking, Reading, and Writing to determine what level of English instruction and academic content will be implemented into the curriculum for each group. Teachers use data from standardized tests, including TN Ready and MAP assessments, to individualize and differentiate English language instruction.

After EL teachers receive the WIDA scores, the EL teachers connect with the general education teachers to review the Can Do Descriptors to identify what language learners can do at various stages of language development as they engage in teaching and learning in class. Comparing the ELL students' skills with the Can Do descriptors helps EL and general education teacher create learning environments for ELL students based on what they can do and to determine the most appropriate way to make the academic content accessible for ELL students. The EL teachers and classroom teachers also work together during actual instruction to create the best possible learning environment for ELs.

As the year progresses, the EL teachers continue to participate in grade level planning meetings and also review and modify regular classroom lessons as needed so that ELLs are reaching state standards and are being provided with academic rigor, while simultaneously providing accommodations to support the needs of each individual English

language learner. EL teachers provide EL students with an Individualized Learning Plan (ILP) and interventions for students who are not meeting the expected growth trajectories outlined in their ILP.

WIDA ACCESS 2.0 results will be used to determine how many hours of service an EL student will receive. Annually, EL teachers also evaluate each student's scores in Listening, Speaking, Reading, and Writing to determine what level of English instruction and academic content will be implemented into the curriculum. Teachers use data from standardized tests, including TN Ready and MAP assessments, to monitor and evaluate the progress and success of EL students.

English learners who take WIDA ACCESS and score a 4.2 or higher composite and 4.0 or higher for literacy may be exited from receiving ELL direct services and become a Transitional I student. These students do not receive EL services but are monitored consistently throughout the year by the EL teachers. English language learners who receive a 3.6 or below require EL services for an hour a day. A score of 3.7-4.1 still qualifies a student for EL services but does not require an hour a day.

Parents of EL students are given notice of and information regarding the instructional program within the first thirty days of the school year, or within the first two weeks of a student being placed in an ESL program, in a language the parent understands. The notice includes the following:

- The reason for identifying the child as an EL student
- The child's level of English language proficiency, including how the level was assessed, and the status of the child's academic achievement
- Methods of instruction used in the program, methods of instruction in other available programs, and how they differ
- How the program meets the educational strengths and needs of the student, and how the program will help the student reach English language proficiency and meet academic standards
- Program exit requirements, rate of transition to standard instructional program classroom, and expected rate of high school graduation
- How the program meets the goals of an EL student with an IEP
- Information on the parents' right to withdraw the student from the program or choose another program or method of instruction if available.

The school encourages parental involvement and regularly apprise parents of their child's progress. If a parent refuses direct ESL services for the student, the general education classroom teacher is responsible for providing appropriate accommodations as required in the student's ILP. Further, retention of an EL student is not based solely on English language proficiency. The school shall follow the procedures outlined in the State EL guidelines when considering an EL student for retention.

The CEG EL Lead is responsible for monitoring and evaluating the progress and success of EL students, including exiting students from EL services. The Lead has been performing this function for the past three years for all CEG schools, and she will continue to work with school leaders and teachers to manage the process and ensure that all EL students are being successful.

Historically there have been 5 to 25 students qualifying for EL services. The needs of these students have been met by one staff member with the support of the EL lead if needed, meeting the 1:35 teacher-to-student ratio. The ongoing budget assumes a similar student enrollment and staffing plan.

1.9 School Culture and Discipline

In this section:

(a) Provide as Attachment B the school's Student Handbook and indicate any changes that will be made if authorized by the Charter Commission

(b) Describe the school's culture and how it promotes a positive academic environment for students.

(c) Describe any challenges the school has had with its culture while authorized by the ASD and any adjustments it made to the culture to improve the academic environment for students.

(d) How does the school intend to integrate new students into the school culture once it becomes an open-enrollment charter school?

(e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook) and indicate any changes that will be made if authorized by the Charter Commission.

Attachment B includes the 2021-22 Student and Family Handbook.

If approved by the Charter Commission, LP would make the following edits or changes to the Student and Family Handbook:

- Remove the current enrollment parameters, changing them from the ASD requirements to the Charter Commission requirements. See section 1.2 of the application and Attachment D for the language to be inserted.
- Insert the application and lottery process with key dates. See section 1.2 of the application and attachment D for the language to be inserted.
- Remove the current transportation parameters, changing them from those attributable to an ASD zoned school to those regarding LP's plan to operate as an open-enrollment school. See section 2.5 for the language to be inserted.
- Remove all references to the ASD, including the appeal and communication processes that include the ASD.
- Add the flow chart that outlines the path a disciplinary action may follow and/or be appealed under Commission LEA Policy 6317 – Required Remands and Student Disciplinary Hearing Authority.
- Add any language as required by the Charter Commission
- Volunteer, after school programming, COVID protocols and parents entering the building may or may not change, depending on COVID data and state and local parameters at the start of the 2022-23 school year.
- Update all dates for the 2022-23 school calendar

All other items in the Student and Family Handbook would remain unchanged if authorized by the Charter Commission.

The LP culture blueprint and plans are designed to promote a positive academic environment for students. LP creates an unmistakable school culture woven through every aspect of the school. Classrooms have teachers who are delivering enthusiastic and well-prepared lessons every day. In the best LP classes, students are active owners in the lesson, engaging the teacher, asking thoughtful questions, and exuding joyful attitudes toward the learning experience. There is a sense of urgency within the school: classes maximize time, transitions are efficient, and all energies drive toward a college-preparatory mindset. Students consistently interact respectfully with peers and adults, whether they are teachers or guests. School-wide systems provide teachers specific and actionable ways to limit misbehaviors and deal with them appropriately. For the most part, scholars represent and act in accordance with the values of LP even outside of the school building, while families feel pride in their school and actively engage as stakeholders in their child's education.

The LP mission acknowledges that Wisdom and Knowledge are equally important in the education of a student. Both cover a multitude of skills that can be taught and learned. Any child can learn at the highest academic levels, if given the proper opportunity and support. For this lofty goal to be accomplished, LP must build a school culture of support, respect, discipline, and persistence. LP tries to teach students to want to do the right thing, because it is the right thing, and ultimately because it takes a community of people doing the right things to bring lasting change. Students must take joy in the act of learning itself. Learning, the process of knowing something and being able to demonstrate that knowledge, creates a longing for more learning. As Paul Tough writes in his book *Whatever It Takes*, “learning begets learning and skill begets skill.”

LP believes a school creates and sustains the desired culture beginning from day 1 through the actions of adult staff, students and parents. The process starts with the staff during the summer.

CEG and school leaders invest significant time during summer professional development sessions casting vision for the desired school culture and then equipping the adults to create that culture. The school leaders review the key culture systems and expectations with the entire staff (found on pages 90-143 in the academic blueprint). Role plays, conversations, watching videos and practicing drive the summer professional development that equips the staff with both the vision and the tools for the proper school culture.

Next, school leaders communicate the desired culture to all prospective parents and students. The expectations provided to parents and students during enrollment become the foundation for conversations once school begins.

Once school begins, LP teachers work hard to ensure students feel safe, especially from bullying and checking. The school makes it clear that no student should suffer disrespect from another student. LP holds students responsible for disrespect they may show themselves, their peers, their teachers, the staff and the school.

After creating a safe and effective learning environment, LP leaders focus on building character. If teachers tell students what to do, they achieve compliance. If teachers tell students how to do it, they achieve proficiency. But if they tell students why to do it, they achieve investment. LP teaches systems, procedures and expectations, taking time to provide the “why” behind each so students can “buy-in” to the school culture and begin growing in Wisdom.

To set students up for college and career success, LP staff help students understand the behaviors that will contribute to their success, and the behaviors that will create obstacles. Students should contribute to their community by displaying positive behaviors and making good decisions. A school-wide system creates a positive community of learners, where everyone is aware of the expectations. This system is administered by school staff for individual student behaviors. This helps to remind students not to repeat misbehaviors and to use their learning time wisely. When students misbehave, they are issued demerits and when they make good choices, they are issued merits.

This consistent system allows students to enjoy rewards and benefits for displaying good character and receive demerits, loss of privileges and other consequences for poor choices. The reward system can be found on pages 152-159 of the blueprint while the discipline system can be found on pages 133-141. The data is tracked in Live School and shared with students and families each week so everyone can track student progress.

In conclusion, these tools will help students get prepared for college and a life of leading after graduating from college. Scholars will receive a detailed description of merits and demerits, along with possible rewards and consequences, during their first week of school. Each week thereafter, students and parents receive regular weekly reports describing the choices the student made during the week.

Students who enter after the first few weeks of school, missing the first ten days when systems, routines and culture are explicitly communicated, are acculturated into the school culture by the Dean of Culture. The new

student tours with the Dean of Culture, observing the systems and routines of the school. The Dean of Culture shares the reasons behind the process and provides some advice on how to quickly adapt into the school culture.

After the Dean of Culture provides the tour, the student enters the classroom. The classroom teacher knows to spend the first few days teaching the students the more detailed expectations and providing similar language as all students received in the first week (for example “you would have earned a demerit for that.”) After the first week, the student should have a clear understanding of most of the expectations and be able to begin growing in Wisdom each day. If new students are not successfully acculturated, the Dean of Culture will follow up with the parent and student to have follow up sessions in which they practice the systems with both the parent and student.

Students new to the school at the start of the school year go through the same two-week integration into the school culture as returning students during the first 10 days of school. Each year teachers have a set process for teaching the critical aspects of the school culture. This includes lots of role play, practice, and fun ways for students to learn, or remember if they were students the prior year, the key expectations of the teacher and school. As the days go by, the teachers transition from systems training to academic learning with the expectation that by the end of the second week all students have been exposed to, and practiced, all of the significant systems and therefore have clarity around the expectations of the school. This process has been used for 6 years at LP and will continue if authorized by the Charter Commission.

The LP mission statement begins with the words “All students.” The school values every student equally and therefore embraces all students with special needs, including students with disabilities, English Language Learners and students at risk of academic failure. All students participate in the onboarding process of schoolwide expectations and the discipline policy. For students who struggle with understanding the preliminary onboarding presentations, time is spent to provide individualized follow up sessions with students via the school counselor.

All students are held to high expectations, but some students will need individual behavior plans and other supports to reach those high expectations. LP staff work together to properly identify students with special needs and works to create a plan that allows those students to be successful and to grow in Wisdom.

The plan consists of specific interventions such as Check In Check Out, Daily Point Sheets, and Reflection. The merit/demerit system is used as data points to determine the specific area that students need development on. The counselor and teachers collaborate to create a plan that best meets the needs of students who are not responding to Tier I behavior supports.

Lester Prep add some challenges with the culture while authorized by the ASD. In the first year of the middle school, school leaders and teachers had to create a new culture of high expectations and high support for students.

Historically, Lester school had high incidences of misbehavior and classroom problems that were part of the reason why the school performed in the bottom 5%. The school made students enter through a metal detector and had other systems that communicated low expectations for students and created some level of fear and distrust in the school.

CEG believes in the broken window theory as well as believing that students will rise to higher expectations when adults believe they can attain those higher standards. Therefore, in year one, removing metal detectors while increasing attention to small things such as attire, silent transitions, respect for adults, students and property, systems for communication, and other details were difficult for students and parents.

LP leaders consistently heard the word “picky” from parents during the first year of school transformation. However, as the school culture improved, and parents understood that addressing smaller infractions decreases the chances of larger infractions occurring on campus, they began to buy in and understand the rationale for the merit and demerit system and attention to details. Parents also recognized that their students were receiving a significant

amount of positive praise from teachers and staff, as well as enjoying the rewards system, and therefore were feeling more affirmed while at the same time being held to high standards.

Since year one, the culture and expectations of the school had been understood and consistently executed across all the grades, leading to an environment where students feel affirmed and appreciated and can learn at high levels.

LP will adjust the appeal process to include the flow chart that outlines the path a disciplinary action may follow and/or be appealed under Commission LEA Policy 6317 – Required Remands and Student Disciplinary Hearing Authority. This will not affect the day-to-day discipline policy but will give parents clarity on the appeals process once all CEG level appeals have been exhausted.

LP believes that the current discipline policy meets the Charter Commission’s expectations and includes these key founding principles regarding disciplinary measures:

- Balances accountability with an understanding of trauma-induced behavior;
- Teaches and executed school and classroom expectations, rewards and consequences frequently and consistently
- Communicates clearly that violent or abusive behavior is not allowed
- Utilizes trauma-informed discipline practices, such as: Restorative practices, RT12 B, Multi-tiered systems of supports, and behavior intervention plans.
- Lists plainly zero-tolerance offences as well as addressing the most common issues around drugs, weapons, safety and the environment
- States the policy around remand, suspensions and expulsions
- Defines and meets state and federal laws, including, but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, when disciplining students with disabilities

The LP discipline policy has been included in Attachment C. The policy can also be found in the blueprint on pages 133-141. There are no plans to change the discipline policy if authorized by the Charter Commission.

1.10 Recruitment and Enrollment

NOTE: Any charter school authorized by the Charter Commission is an open-enrollment charter school where any eligible student within the geographic district in which the school is located may attend. Any charter school moving from the ASD would lose any defined attendance zone and would be open to any student within the geographic district.

In this section:

(a) Provide as Attachment D the 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 T.C.A. § 49-13-107;**
- iii. Any proposed articulation plans or agreements, pursuant to T.C.A. § 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.**

(b) Describe how parents and other members of the community will be informed about the shift from the ASD to the Charter Commission.

(c) Describe your plan to recruit and retain students, if authorized by the Charter Commission, with particular attention to the shift from zoned enrollment to open enrollment.

(d) Does the school anticipate any student attrition if authorized by the Charter Commission, and how will the school backfill those students?

Attachment D includes the school enrollment policy. General comments about the process include:

- Enrollment and admission is based on the choice of the parent, legal guardian, or custodian and is nondiscriminatory pursuant to T.C.A. § 49-13-107.
- All eligible students who submit a timely application shall be enrolled in the school, unless the number of applications exceeds the capacity of the program, in which case enrollment preferences and a lottery shall be instituted pursuant to state law and State Board rules.
- LP provides for an open enrollment period during which parents/guardians may choose to enroll in the school and that, at minimum, addresses application period, lottery, waitlists, or any other admission processes.
- In the event of a lottery, LP may accept students residing outside of the geographic boundaries of the school district, provided that the selection is in accordance with state law.

School leaders will use the existing communication channels to inform parents and other members of the community about the shift from the ASD to the Charter Commission. For parents, the primary form of communication will be the school newsletter. Every week each child receives a newsletter from the school regarding important information. Once approved, school leaders will consistently include information regarding this shift from the ASD to the Charter Commission. After January, the communication in the newsletter will be more specific around the requirements for application and possible lottery regarding enrollment for the following year. Prior to that, the information sent to parents will be more general regarding the expected transition.

School leaders will also use the text feature found in PowerSchool as well as their unique social media school site to communicate important information regarding the transition. CEG will also post critical information, as well as a FAQ, on the website for current and future parents to read and review. Finally, information will be available during all of the spring events on campus so that parents can pick up copies of flyers and other information regarding the transition.

The school and organization will notify other members of the community through the normal ways we interact with them. Volunteers, community partners, and others will start receiving information if approved by the Charter Commission so that they can be aware of the transition and be informed enough to answer questions that parents may have about the transition. We will also use campus billboards to make brief communications about the transition.

LP plans to meet the stated enrollment goals primarily by retaining the current students who attend the school and continuing to grow the number of students coming from Frayser to Lester Prep. The Binghampton neighborhood is relatively small and contains no other public middle school. In addition, the history of families sending their children to the Lester school building for middle school is strong and many of the current LP traditions have been in the school for long periods of time and will continue if authorized by the Charter Commission.

We believe parents choose LP as the option for their child based on the historical presence of the Lester building, school culture, and relationships formed with LP staff and teachers. We do not believe parents feel obligated to attend LP currently because it is the zoned school for the neighborhood, nor do we feel that being an ASD school provides an incentive for parents to enroll. We feel parents are very much aware of their other options and choose LP because they feel it is best for their child.

LP hopes to continue to serve these families while moving from zoned enrollment to open enrollment. LP will work hard to communicate the enrollment and potential lottery process to all existing families, so they understand the new enrollment system. LP will communicate through all the channels noted above, indicating key dates and action items required of existing parents to participate in the enrollment or lottery process. Since LP will continue to occupy the building and be available to serve the families of the community in a manner consistent with current academic plan and staff, LP believes parents will be motivated to continue to send their children to the school and therefore will respond to the new process for enrolling in the school for the 2022-23 school year.

During LP's tenure in the community, CEG has seen the impact of life changes in our families and the impact that has on year over year enrollment. Because these changes in enrollment are based on life circumstances more than parent decisions about school, we expect that same level of attrition to occur in our first year under the Charter Commission. Therefore, we will need to backfill these students as we have every year since our opening.

In the past, LP has used mailers, the campus billboard, radio and public billboard advertising to communicate available seats in our buildings. LP has been able to meet financial goals despite having to backfill more than 20% of seats each year. While the enrollment fluctuates year over year, we expect enrollment to continue to be in the same range as previous years.

As noted previously, the Director of Public Relations and Recruitment and Principal will be responsible for all student recruitment initiatives for the newly authorized school. They will work with the Executive Director to develop and execute the student enrollment plan to reach enrollment targets. Example responsibilities include the following:

- Proactively meet with parents and community members during the critical March-August student recruiting period
- Develop and execute marketing strategies
- Attend recruiting fairs and community events to recruit students
- Conduct home visits with new and returning families
- Stay connected with parents over the summer, proactively calling them, encouraging them and answering questions they may have and working with them to ensure that their child is prepared to start school in August

1.11 Parent and Community Engagement and Support

In this section:

- (a) What feedback regarding the application to the Charter Commission has been provided by parents and/or the community, and how has this feedback been incorporated into this application?**
- (b) How was feedback collected from parents and/or the community? How many opportunities were provided for the community to submit feedback?**
- (c) Describe any changes to the parent and community engagement strategy if authorized by the Charter Commission?**
- (d) Described the operator's parent and community engagement under the ASD, and how the operator will communicate the change in authorizer if approved by the Charter Commission.**
- (e) Provide, as Attachment E, any of the following for the application: letters of support, memoranda of understanding, or contracts that indicate the school is welcomed by the community, the community supports the operator continuing to serve the school community, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.**

The school regularly requests feedback from parents, family members, and the community on how to better serve students and meet the needs of individual students and the community as a whole. Family and community members provide formal survey feedback twice a year on the winter and spring surveys, annually at the TSIP and the Title I meeting, quarterly through the parent committee meetings, as well as informally at other points in the year like parent teacher conferences, school assemblies/celebrations, and at their convenience to the Principal or their teacher.

The parent committee brings parent thoughts and input about every aspect of the school, including the academic programs, school culture, staff interaction, after school opportunities and any other area of concern, providing valuable insight and feedback during those regular meetings. In addition, all board meetings are also open to the public with access information available on our website. Finally, the school regularly communicates with families about their students and other school updates through weekly newsletters, text messages, website, social media, automated calls, special letters home, personal phone calls.

The school utilized many of these communication methods to provide information and receive feedback regarding the Charter Commission application. School leaders, teachers and the Director of Parent Relations and Recruitment all initiated conversations with parents about the proposed transition. Informal conversations with parents and members of the community began back in 2020, as CEG received clarity on the possible transition pathways. The majority of feedback received from parents at that time was positive, primarily based on the thought that the transition would be mostly seamless regarding the daily operation of the school.

The more formal communication and feedback loop began once school started in August. These communication venues will continue through the end of the school year. This will allow parents more than 10 months to provide their input on how the school should transition and lead the school if authorized by the Charter Commission.

LP has received significant feedback regarding the transition and application to the Charter Commission this year and especially since the submission of the letter of intent the first week of October. The most effective process seemed to be personal conversations with parents as they were participating in some school related function such as arrival, dismissal, or school events. Parents were much quicker to engage in conversation and provide input when asked in person as opposed to more formal methods of communication. Therefore, LP leaders constantly reminded staff to engage parents in dialogue about the transition whenever possible.

As was true with CPD, there have been almost no significant changes recommended by parents related to the proposed transition. Rather, most parents and community feedback either requested LP commit to maintaining the

same academic program and staff or suggested changes as part of the normal feedback loop and unrelated to the proposed transition.

Most responses were affirmations that the school is doing a good job with parents indicating they did not want to see any significant changes if authorized by the Charter Commission. This affirms the CEG plan to continue to execute the current blueprint for the 2022-23 school year if approved by the Charter Commission and therefore no significant changes have been included in the application based on parent input.

Themes of the responses centered around normal ongoing school operations included:

- Help parents get access to grades online
- Continue sports and extracurricular activities
- Provide an extra set of textbooks for students to keep at home
- Keep providing individualized instruction

CEG affirms this input from parents and has already begun working on some of these and will continue to add to them as parents provide more input for the 2022-23 school year.

The school consistently seeks to create a positive, lasting relationship with parents and community members. The CEG Director of Public Relations and Recruitment works with the school Principal, along with all staff members including front office staff, teachers, and leadership, to engage with parents and community members towards the mutual goal of developing students and refining the school programs. This effort includes specific work from the Director of Public Relations and Recruitment in collecting parent input through the semi-annual parent survey, developing and executing student enrollment/attendance plans, supporting scholars and families on life issues directly affecting school attendance, gathering and communicating parent feedback from TSIP and Title I meetings, and ensuring volunteer needs are met. These needs are unlikely to change when the school transitions to the Charter Commission.

While the day-to-day operations and the primary points of contact at the school for parents and community members will not change if authorized by the Charter Commission, the transition could create misinformation that would need to be addressed.

Once the Charter Commission decision has been made, the Principal and the Director of Public Relations and Recruitment will actively participate in a communication strategy to help spread accurate information about the decision and the transition. Monthly open meetings for parents and the community will be scheduled and advertised. Parents will also receive regular information and feedback regarding the plans through all of the normal communication channels. Mailers will also be sent throughout the community to help parents and others not currently connected to the school understand the effects of the transition and the opportunity for their students to enroll or participate in the lottery if so desired. CEG believes a proactive approach to spreading accurate information will help current and future parents be informed of the transition and be able to make the best decision for their child.

LP believes that the involvement of parents and community members is critical to the success of the students and in making a smooth transition if authorized by the Charter Commission. LP creates a variety of opportunities for all stakeholders to be involved in the education of children in the school. These opportunities under the ASD are expected to continue if authorized by the Charter Commission.

Opportunities for parent engagement start during the summer before opening and continue once the school year begins. These events are listed as part of the school calendar. Sample events are listed below:

- Summer fun events on campus
- Summer recruiting events in the community
- Annual Title I Meeting
- Open house
- Literacy Night
- Math Night
- Black History Night Program
- Annual ELL Family Connection Night
- Community Member Meet and Greet Events
- Principal Coffees
- Monthly Character Celebrations
- Quarterly honors programs
- Community members sharing with classes during community meeting
- Parent training events/classes

School policies, commitments and volunteer opportunities are first presented to parents during the registration and enrollment process. CEG requires all parents to sign a Parent-Student Compact which outlines the parental involvement policy.

There are numerous opportunities for parents and the school to work together in addition to the original compact. The school communicates via weekly parent newsletters placed in every child's homework folder, the parent bulletin board, parent teacher conferences, the grade level curriculum meeting held in the fall, report cards, returned daily and weekly assessments, signed daily homework, MAP, TCAP and TN Ready scores, and through regular communications with the School Leader or staff member.

Title I information is provided during the annual Title I meeting. At this meeting, CEG informs parents of all supplemental educational services that Title I funds provide for students such as extended school day, additional professional development for staff, during and after school tutoring, small group instruction, reteach, computer literacy, technology, co-teacher model, paraprofessionals, behavioral interventionists, and various reading and math supplemental curriculum.

During the first part of the year and again at yearend, LP hosts a Tennessee School Improvement Plan (TSIP) meeting as an opportunity to seek feedback and ideas from parents and seek their assistance in planning for programs that will impact students and the school communities. During this meeting, parents answer a series of questions as well as provide feedback on how things are currently working at the school as well as possible areas of improvement. Based on that input, the Title I plans and budget are prepared and approved.

Parents are encouraged to help with Friday celebrations, making copies, sports and extracurricular activities, helping with arrival and dismissal, after school activities, or supporting teachers on certain projects. Excluding any necessary COVID restrictions, LP will continue to actively welcome and promote parents coming into the building as so desired but will not require any defined number of volunteer hours or other commitments.

In conclusion, LP has been receiving parent input since the start of the school year, most of which simply affirmed parents' desire that past practices be continued if the school is authorized by the Charter Commission. LP is glad to hear this feedback and has agreed to continue to operate the school in the same fashion if authorized by the Charter Commission.

2.1 Governance

In this section:

- (a) Describe the current composition and size of the governing board and board committees. Explain how the governance structure and composition ensures the school is an educational and operational success.**
- (b) Describe what staff reports to the governing board and how those individual(s) are evaluated.**
- (c) Describe plans to recruit additional board members with identified skills and how the governing board has handled board member attrition.**
- (d) Describe how the governing board receives training in compliance with Tenn. Code Ann. § 49-13-111(o) which requires annual board training, as certified by the Tennessee Charter School Center and approved by the State Board of Education.**
- (e) Describe the circumstances under which complaints are brought to the board and the process for addressing them.**

The Governing Board is organized through the Officer positions of Board Chair, Vice Chair, Secretary, Treasurer and Directors. The bylaws allow for a minimum of five members and a maximum of nine members. Currently there are 8 members of the board, excluding the Executive Director.

The Board Chair presides at all meetings, guides the board in the enforcement of all policies and regulations relating to CEG and performs all other duties normally incumbent upon such an officer.

The Board Vice-Chair fulfills the responsibilities of Board Chair in his or her absence. The Board Vice-Chair leads or co-leads committees according to interest and expertise, and as needed, serves on a committee or advisory boards.

The Board Secretary provides written agendas of the sessions of the full board and the meetings of the standing committees in advance. The Board Secretary distributes to board members appropriate background information on subjects to be discussed in advance of board meeting, prepares and provides written minutes to board members, files approved minutes, and maintains the official list of board members in accordance with procedure.

The Board Treasurer manages the board's review of and action related to the board's financial responsibilities. The Board Treasurer, along with the Finance and Audit Committee (see below), works with the Executive Director to ensure that appropriate financial reports are available to the board on a timely basis and are accurate and within budgeted levels. The board Treasurer and Finance and Audit Committee lead the annual audit process.

Currently, board members serve on one of two committees designed to ensure the school is an educational and operational success. The Audit and Finance committee provides extra time and focus on the financial viability of the organization, monitoring the organization from the budgeting process through the monthly accounting and financial reviews through the year-end audit conducted by a third-party certified public accounting firm.

The personnel committee serves to hold the Executive Director accountable for the educational and operational success of the organization. The committee reviews the Executive Director's performance annually. At the beginning of the year the board and Executive Director set goals and plans for the coming year, which would include both the development of the Executive Director and the improvement of each school. Quarterly the board reviews the progress based on data and reports and makes any recommendations for adjustments throughout the year. Then at the end of the year the board reviews all of the data for each school as well as the goals and plans set for the Executive Director at the start of the school year.

The board does not evaluate any other staff members.

The Governing structure is based on successful multi-school networks across the country. The structure has been in place for the previous ten years, during which time the board ensured that each school, and collectively the organization, accomplished the mission and is an educational and operational success. These policies and processes will continue with the transition into the Charter Commission.

The Governing Board will use the Performance Management Plan, parent and staff surveys, annual school goals, parent feedback and other measurement tools to evaluate the success of the school and subsequently, the school leaders. Examples of some of these past measures include:

Academic growth and grade-level mastery as indicated by results from TN Ready, Measure of Academic Progress (MAP), Tennessee Value-Added Assessment System (TVAAS), and multiple in-house assessments.

Organizational strength by demonstrating fiduciary and fiscal responsibility, measured by annual budgets for each school year that demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by yearly balanced budget submitted to the Board and external, annual audit reports that demonstrate that CEG meets or exceeds professional accounting standards.

Enrollment indicating that CEG schools will be fully enrolled and demonstrate high levels of daily attendance and student retention, measured by attaining CEG student enrollment described in the enrollment plan at the beginning of each year and high levels of daily attendance and students who begin the school year at CEG remaining in the school throughout the academic year and re-enrolling for the following school year.

Parents demonstrate high satisfaction with the academic program and the clear and open communication of CEG that could be measured through annual average parent satisfaction with the academic program, as measured by an annual survey at the end of the school year.

The governing board reviews individual school and network data at each meeting, effectively balancing the interests of each school with the interest of the network. Critical success factors, staff and parent surveys, and other data provide school specific results that allow the board to see how individual schools perform in their own community as well as compared to the other schools in the network. Board members proactively seek out feedback from the various stakeholders as well as reviewing surveys from those groups to ensure that key stakeholders are represented.

The charter for LP will be held by the current CEG governing board. At this point, there are no plans to expand the board, as advisory committees could be used to provide necessary feedback and input during the first 24 months of the transition if needed. Should the board decide to expand, the process listed in the bylaws will be followed. New board members would receive orientation on CEG from the Executive Director and training on committee membership from the chair of the board.

In the past, the board has recruited new members with identified skills needed at the time on the governing board. The board typically asks school leaders, community leaders, parents, and other board contacts to submit proposed names for future board members. Then the board members work together to contact and vet these proposed candidates to prepare the final list to come before the whole board for approval. The board then votes to add any additional new members. This has occurred in the past when there has been board member attrition or when the board needed to acquire new members to represent parents or a new skill needed. It is expected that this process will continue in the future.

Current Leadership

List all current governing members and their roles on the table below (adding rows as needed).

Full Name	Current Job and Employer	Focus/Expertise*	Role on Governing Board
Scott Walker	Banker, First Horizon	Finance, leadership, mgt	President
Tom Marino	Partner, Poplar Foundation	Education, Community Dev	Vice President
Yolanda Bass	Instruction Leader, MTR	Education, coaching	Member
Octavius Nixon	Owner, Nixon Construction	Building, ops, community relations, parent rep, parent engagement	Member, parent rep
Paul Edwards	Attorney, Evans Petree	Law, finance, personnel	Secretary
Cam Echols	Exec Dir REP	ESL, family engagement	Member
Jay Harvill	Partner, Lipscomb and Pitts	Comm Involvement, Fund Raising, Mgmt, Personnel	Member
Elliot Perry	Partner, Poplar Foundation	Education, Community Involvement, Public Relations	Member

It is important to provide parents with fair and reasonable access to the Governing Board and to ensure the day-to-day management of the school remains the purview of school leadership. To achieve this balance, CEG provides a clear communication and grievance policy published in its parent handbook. The policy requires parents to bring any concern first to the school leadership and then to the Executive Director. If after a good faith effort, the concern cannot be addressed with the school leadership, parents may submit a formal written complaint to the board. Forms and contact information are provided within the parent handbook. The board will redirect complaints to the school administration if no effort was first made to resolve them with the school administration or if they related to day-to-day management decisions. The board will only address complaints that require policy review or that indicate approved school policies are not being followed.

In addition to the grievance policy, parents may make public comment in regularly scheduled board meetings. The Governing Board meets formally at least once a quarter. During these meetings, parents or students may attend and make public comment. Families are notified of scheduled board meetings through school newsletters and announcements and other means in accordance with Tennessee Sunshine Law.

Board members receive annual board training and development in compliance with Tenn. Code Ann 49-13-111(o). Past training included certified Tennessee Charter School Association trainings, various other board certification presentations and on-line study and the hiring of a professional consultant to help equip and develop the board. The board also has conducted a retreat where short-term and long-term plans were discussed and developed. Each year the chairman reviews state provided options for meaningful board training and selects the training that best meets the needs of the board at that time. Then, the evidence of the training is submitted to the state for approval before the required deadline.

Please include the following governance documents as Attachment F:

- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws
- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board policies (including frequency of meetings, open meetings and open records)

All of these attachments have been included.

2.2 Facilities

NOTE: There are two facility options an operator needs to prepare for:

- i. If the operator has time remaining on the original charter agreement with the ASD, the charter school has the right to continue to use the LEA's school building for the duration of the initial ten year agreement under the current facility plan (e.g. no rent/lease payments). Upon renewal of the ten-year agreement with the Charter Commission, the charter school shall enter into a lease with the home LEA for at least three years, purchase the facility, or relocate to a new facility.**
- ii. If the operator's original ten-year agreement with the ASD is expiring and the operator is applying for a new ten-year agreement with the Charter Commission, the charter school shall enter into a lease with the home LEA for at least three years, purchase the facility, or relocate to a new facility.**

In this section:

- (a) Describe the school's facility plans that align with T.C.A. § 49-1-614 based on the pathways outlined above in (i) and (ii).**
- (b) If planning to rent or purchase the current facility, describe the operator's plans for capital repairs and improvements on the facility.**
- (c) Describe the school's facility contingency plans should the school need to vacate its current facility.**

LP has time remaining under the original charter agreement with the ASD and therefore plans to continue to use the LEA's school building for the duration of the initial 10-year agreement. The budget for the rest of the ASD term assumes all the same conditions moving forward that have existed under the original agreement and therefore reflects a continuation of the original charter agreement.

At the end of the existing 10-year agreement, CEG plans to either enter a lease with the home LEA for three years or purchase the facility. CEG would prefer to purchase the facility and is currently making plans to be able to do such. However, should the LEA prefer to enter a lease agreement, CEG is prepared to enter a lease with the LEA for at least three years with hopes that the lease could extend beyond the three-year period or could include a lease to buy option.

Because LP shares a building with CPL, the decision about leasing or buying the building would probably include conversations related to the future of CPL. CPL is in their 10th year of their ASD contract but recently utilized the trigger law to gain an additional two years of operation as an ASD school in the current facility.

CPL plans to apply to the Charter Commission in the next 24 months and LP's ability to lease or purchase the building may be impacted by the status and future plans of CPL.

CEG has always been responsible for normal repairs and improvement on the facility, so those continued expenditures are built into the existing budget. Should the LEA be willing to sell the building, CEG would be prepared to use its current operating reserves to cover any significant, non-maintenance repair items that would be necessary and not covered by budgeted repair and maintenance funds. At this time, there are no identified major capital improvements that are required on the facility that exceed normal, budgeted amounts.

Because current legislation will allow LP to occupy the building for the time remaining on the original charter agreement with the ASD, and then a subsequent three years after that, there is no pressing need for a facility contingency plan. However, should that change, CEG would work with a team in the same way it has worked over the last ten years, which included 2 temporary space procurements and one expected to be finalized next week for the newest CEG school.

The contingency plan would include the current search team which has worked with CEG in the past and is doing so again for the 4th CEG school. The team includes the CEG Executive Director and Director of Data and Systems along with an architect, real estate broker, and contractor. This team has worked together on several projects in the past, and CEG feels confident that this team could locate a new facility if needed.

The current process used for finding a facility would be the model for how CEG would find a contingency plan facility if needed. The broker would receive the target neighborhood zip codes from the Executive Director and produce a report of all available properties. The broker and Executive Director would also drive the neighborhood looking for space that could meet the school's needs but may not at the time be on the market but would be potential places where a proactive contact could be made. Finally, the governing board engages in a proactive search and making contacts throughout the target neighborhood.

The architect and broker both have the school plan programmatic requirements and therefore are aware of the short and long term needs of any potential facility. Based on this knowledge, the broker can easily identify any potential sites that fit the programmatic needs of the school. The list is reviewed by the Executive Director who then identifies potential sites to be visited. The whole team visits each of the sites to identify initial issues or concerns as well as further explore the possibility of the site becoming a viable option for the school.

The team has expertise in all areas, including cost estimation, zoning requirements, city-wide real estate connections, reasonableness and timing of renovation, etc. This experienced group can quickly identify pros and cons of any potential site. Therefore, if needed, this team would quickly get to work on finding any contingency space if the need arose.

2.3 Personnel/Human Capital

In this section:

(a) Describe the school's current leadership structure. Include a copy of the school's organizational chart as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that play a role in managing the school.

(b) Describe the teacher evaluation model that the school utilizes that is in alignment with State Board Policy 5.201.

(c) Describe the plan to ensure a fully licensed teaching staff if authorized by the Charter Commission.

(d) Discuss the school's teacher attrition rates, any staffing challenges the school has faced while authorized by the ASD, and the steps the school took to overcome those challenges.

(e) Describe the process and results for collecting teacher and staff feedback on the proposed transition process if authorized by the Charter Commission.

(f) Describe any leadership changes that have occurred while authorized by the ASD and the steps taken to ensure a smooth transition between school leaders

CEG builds a consistent school leadership team at each school. The school leaders must have the shared desire and belief that all students can achieve. During the ten years of existence, CEG has used a leadership structure that has proven to be effective. The school leadership team consists of the Principal, Assistant Principal/Dean of Culture, Deans of Instruction in ELA/SS and in Math and Science, and Dean of Operations. Each member of the leadership team plays an important part in the implementation of the school's mission. LP utilizes all of these roles.

The entire school staff reports to one of these leaders. The Principal leads the leadership team, the DOIs lead the teachers for their respective subjects, the Assistant Principal/Dean of Culture leads the Behavior Team and the Dean of Operations supervises the office staff. All the staff members identified on Attachment G directly support the school's mission.

CEG uses the Capstone Education Evaluation Model for all teachers. This model was approved by the state pursuant to State Board Policy 5.201.

CEG's evaluation framework defines effective instruction and powerful student culture at different levels of performance. CEG believes student mastery is the ultimate measure of effective instruction, therefore the evaluation framework focuses on both teacher and student actions. The CEG evaluation framework provides:

- (1) a consistent, shared understanding of effective instruction
- (2) common terminology and structure to organize evidence
- (3) formative and summative performance ratings on each Standard
- (4) a rubric that helps drive professional development
- (5) a concrete vision of excellence

CEG teachers will be evaluated based on the following components:

Student Achievement (60%): CEG uses NWEA's MAP data to measure the impact on students learning over the course of the school year. MAP is a computerized, adaptive test, that assesses skills in Reading, Math, Science and Language in grades K-12. As students respond to answers correctly, the level of difficulty increases. The final score is an estimate of the student's achievement level and can be used to make comparisons across classrooms, schools, districts, and national norms.

Powerful Student Culture (15%): Effective teaching and learning cannot take place in a poorly managed classroom. We measure the teacher's ability to maintain a consistent classroom and school culture based on the elements of the CEG Rubric.

Deliver Effective Instruction (15%): Teachers instruct students using research-based strategies to ensure that all students learning needs are met at the highest level of rigor. These expectations are identified within the CEG rubric.

Core Professionalism (10%): Teachers model professional habits, attitudes and attendance.

Here is the structure of the Teacher Rubric:

Domains:

The CEG Teacher Rubric has four domains: Purposeful Planning, Deliver Effective Instruction, Powerful Student Culture and Professional Adult Culture. These are the broad categories of effective practice.

Standards:

Describes the teacher action required within each domain.

Indicators:

Describes the specific knowledge, skills, and performance for each Standard.

Performance Levels:

Describes the 5 varying levels of teacher performance: Novice, Emerging, Developing, Effective, Highly Effective.

Description of Observation Tool

The CEG Rubric used models from Achievement First and District of Columbia Public Schools to support with construction. Based on research from these organizations, CEG developed the rubric that best supports our vision on how to deliver effective instruction and create a powerful student culture.

School Leader Training

All school leaders (Principals, Assistant Principals/Deans of Culture, Directors of Curriculum and Instruction) are trained during Summer Professional development on the process and the use of the Teacher Rubric. Follow up training sessions occur in October, January, and March and as needed, based on the needs of the schools.

Observation Cycle

Observations are conducted by administrators (Principals, Assistant Principals/Dean of Culture, and Directors of Curriculum and Instruction). During these observations, teachers are observed on their ability to deliver effective instruction and maintain powerful student culture. Each teacher is observed a minimum of one time each month. Data from the observation is uploaded into the CEG Teacher Observation Tracker.

Teacher Feedback on Performance

All teachers have a debrief meeting with their school administrator each month based on their observation(s). Midyear Conferences and End of the Year Conferences are held to provide a summary of the teacher's performance for each semester.

CEG currently employs a fully licensed staff for all positions requiring certification or licensure. All job posting and job descriptions include the state mandated certification requirements. Once a candidate has applied for an open position, the Human Resources Specialist reviews the candidate's resume and checks the state website to verify the candidate's appropriate licensure for the posted position. CEG will continue to maintain these requirements and this process of licensure verification if approved by the Charter Commission.

CEG strives to hire personnel that have the mindset, drive and organizational skills needed to fulfill the mission. Therefore, CEG engages potential candidates in a very rigorous hiring process. CEG's HR Specialist executes the hiring and dismissal process, which is as follows:

The HR Specialist will post vacancies on CEG's website and on various other job sites such as Indeed, Teach 901, Memphis Teacher Residency, etc. The posting will include the job title, mission of the organization, qualifications for the position and employee responsibilities.

The HR Specialist receives and reviews the resume, determines the validity of an active TN teacher license (if applicable to position) as well as fit for the desired role based on work experience and education. If accepted, the resume is passed along to the appropriate person in leadership to begin the interview process. If rejected, a rejection email is sent to the candidate.

LP has a slightly better than average teacher retention rate compared to other charter schools. The overall teacher retention rate is lower than the other CEG schools because LP leadership tend to utilize teachers in a teacher preparation program that have a limited time commitment. Teach for America and Memphis Teacher Residency both place a significant number of teachers at Lester Prep. The TFA teachers only make a 2-year commitment while MTR teachers make a four-year commitment. Most of the teachers move out of education at the end of their commitment in these two programs and therefore the LP teacher turnover rate is higher than at the other schools. So this built-in turnover rate, plus normal attrition, means LP retention rates are lower than the other two schools.

For the 2021-22 school year, 70% of general education teachers returned to serve another year at LP. The school Principal returned for her 3rd year with LP. The DOI for ELA and Social Studies also returned while the Dean of Culture from last year chose to go back to an LP classroom position and the DOI for Math and Science moved out of town, so those two positions are filled with new people.

LP has had some staffing challenges during the time it has been authorized by the ASD. During the first two years of operation, GEG hired staff certified for middle school instruction by the state of Tennessee. However, it quickly became apparent that the students were so far behind that a lot of the scaffolding and Learning Lab instruction was at the elementary school level and even included teaching some students to read. Many first teachers hired were caught off guard by this and were not prepared to teach students to read nor felt confident they had the skills necessary to do that. It was also difficult for teachers to prepare grade level material for core instruction and then additional material for interventions that was dramatically below the grade level material.

LP then began to find intervention curriculum and resources more aligned to the needs of students which decreased the planning and preparation time needed for the teachers. LP also was clear to communicate to candidates that turnaround work was significantly more difficult and required teachers to have a broader range of content knowledge than traditional schools. This helped calibrate recruiting as well as ensure alignment to the mission for those teachers who were choosing to join the Lester Prep staff.

LP has also added behavior intervention support in the last few years that did not exist in the first two years. Middle school teachers struggled in the early years to create the new desired culture and therefore the addition of Behavior Interventionists help equip to teachers and supported students in a way that allowed them to be successful as Lester Prep introduced the new school culture.

CEG has been collecting informal teacher and staff feedback on the proposed transition process over the last several months. The proposed transition options regarding the trigger law, completing the ASD current contract life, or transition to the Charter Commission have been part of discussions with leaders since 2020. Leaders then communicated those options and received feedback from the rest of the staff in staff meetings and through smaller groups setting such as grade level meetings. The overwhelming response was driven by staff's desire to continue to serve the families of the community for many years to come and the clear path for that was authorization by the

Charter Commission. There has been strong agreement and unity in the process for applying to the Charter Commission and excitement about the potential of being authorized to continue to do the work in the community.

CEG's employee manual and personnel policies can be found in Attachment H.

(h) Complete the staffing chart below, outlining your staffing projections for the first year the school is authorized by the Charter Commission. Adjust/add functions and titles as needed to reflect variations in school models.

Position	Year 1 Under Charter Commission
Principal	1
Dean of Culture	1
Dean of Instruction ELA/SS	1
Dean of Instruction Math/Sci	1
Classroom teachers	18
ESL teachers	1
SPED teachers	4
Specials teachers	2
Student support positions – RTI, interventionists	3
Specialized school staff – counselor, behavior interventionists	3
Teaching aides or assistants	1
School operations	2
Total	38

2.4 Insurance

In this section:

(a) Provide a copy of the school's current insurance coverage as Attachment I.

The CEG insurance coverages have been included in attachment I.

2.5 Transportation

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide transportation services. Each charter operator may attempt to contract with a local school district or other vendors to provide these services, if needed, but the charter operator bears all responsibility to establish any such agreements.

In this section:

(a) Describe the school's transportation plans if authorized by the Charter Commission. Provide documentation of any such agreements or related documentation.

(b) How does the school provide daily oversight of transportation and who serves as the transportation supervisor?

LP will continue to contract with its existing bus company and will continue to run the existing bus route. (See the attachment for the current contract.) Currently, there are two general education buses that transports students to school every day. LP will continue to offer those same routes, or similar ones, based on enrollment or the lottery outcome and number of students requesting transportation. LP would be willing to consider adding another bus route if parents indicated a need for that, if there were more than 15 students in a similar geographic area requesting transportation and students were located more than two miles away from the school.

LP will provide special education transportation if needed under the conditions listed below.

CEG provides general education or special education services under the following guidelines:

All general education students enrolled who reside two (2) miles or more from the school may bring their students to one of the prescribed pickup and drop off locations under the following conditions:

- The student can get to an existing bus stop by the established pick up time for a bus already going to LP;
- This transportation would not cause a student overload on the bus or otherwise result in any additional cost to CEG;

This transportation is merely a courtesy based on the stated conditions. If any of these conditions change, this transportation shall automatically terminate. CEG will attempt to provide two (2) weeks' notice to parents prior to such termination when possible; The CEG transportation request form shall state that the transportation is merely a courtesy and a privilege, subject to termination if any of the above conditions change.

The provision of such services, although not required for students other than those receiving special education services as determined by a child's individualized education program (IEP), is provided as a service to the general population in accordance with applicable federal and State laws. Regardless of circumstance, students with IEPs requiring transportation services remain eligible for such services after the 10th day of suspension. Criteria for bus ridership eligibility for the general population will be determined by CEG once the location of the school is finalized. Student use of transportation provided by the CEG is a privilege and continued eligibility to use the transportation services provided may be suspended and/or revoked for violation of applicable policies and rules.

The following adults are eligible for transportation on school buses:

- School employees in the line of duty and designated chaperones.
- Director of operations or other administrators when observing, supervising or acting as chaperones
- Teachers when supervising or chaperoning student groups, and parents or other adults when authorized as chaperones of a student group.

LP will transport students under the same expectations and guidelines when providing transportation to any extracurricular or after school activities, Saturday school or field trips. Students will be required to get signed permission slips for any such events.

The budget includes transportation expenses for general education, sports and field trips based on its experience at LP over the years.

The Transportation Supervisor contact information is as follows: Patricia Burns, Manager of Student Information and Business Systems, 416-3640, pburns@cornerstoneprepmemphis.org.

LP utilizes the following student-related incident reporting procedure:

Student, family member, or community member contacts the Transportation Supervisor in writing to file the complaint. Alternatively, the complaint may be made in writing to the transportation service provider which will relay the request to the Transportation Supervisor.

Within twenty-four (24) hours of receipt, the Transportation Supervisor commences the investigation by contacting the service provider for any available recording of the described incident.

Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the Executive Director and Assistant Principal/Dean of Culture that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver.

The Assistant Principal/Dean of Culture conducts an investigation to determine if any school rules were broken during the described incident. The school discipline matrix will be used to determine the consequence of any confirmed cases.

Any student consequence is communicated in writing to the parent/guardian of the student. Within sixty (60) school days of receipt of a complaint, a final report is issued to the Executive Director in writing that includes any findings of the investigation and any action taken by the school in response to the complaint.

Listed below would be the driver related incident reporting procedure:

Student, family member, or community member contacts the Transportation Supervisor in writing to file the complaint. Alternatively, the complaint may be made in writing to the transportation service provider which will relay the request to the Transportation Supervisor.

Within twenty-four (24) hours of receipt, the Transportation Supervisor commences the investigation by contacting the service provider Supervisor for any available recording of the described incident.

Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the Executive Director and the service provider Supervisor that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver.

The service provider Supervisor conducts an investigation, and the results of the investigation are returned to the Transportation Supervisor in a timely manner to assist in completing the final report within sixty (60) days of receiving the complaint.

Within sixty (60) school days of receipt of a complaint, a final report is issued to the Executive Director and other involved parties in writing that includes any findings of the investigation and any action taken in response to the complaint.

In partnership with CEG, transportation contractors are responsible for ensuring compliance with bus and bus driver reporting, bus driver certificates, bus driver background checks, and maintenance of records.

CEG contracts out its bussing service. Currently, Durham and Premier provide all transportation needs and it is expected that will continue.

LP would provide special education services under the following guidelines:

Students receiving special education services who have a current IEP indicating a need for special transportation services.

Students with a 504 plan that indicates a need for student transportation as verified by a physician (a completed Student Information Form must be on file at the school).

Any special education transportation will occur through Durham or another eligible, approved provider and will be in compliance with state and federal laws and regulations as well as Tennessee Public School Charter Commission requirements related to transportation services.

CEG provides transportation for all 3 of its existing schools and is therefore very familiar with the state and federal laws and regulations related to transportation services. Patricia Burns, the Transportation Supervisor, will ensure that any general education or special education transportation will occur through Durham or another eligible, approved provider and will be in compliance with state and federal laws and regulations related to transportation services.

The process and staffing outlined above meets the requirements found in Tenn. Code Ann. § 49-6-2116.

2.6 Food Service

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide food services. Each charter operator may attempt to contract with a local school district or other vendors to provide these services, if needed, but the charter operator bears all responsibility to establish any such agreements..

In this section:

(a) Describe the school's food service plans if authorized by the Charter Commission. Provide documentation of any such agreements or related documentation.

(b) How does the school provide daily oversight of food services?

CEG currently contracts with Shelby County Schools, who offers food service for all CEG students and ensures that all applicable district, state, and federal guidelines and regulations are followed. This agreement has been in place for all 10 years of CEG operations within the SCS buildings but there is no formal written contract. All discussions regarding future service indicates that the process will continue to operate as it does today.

CEG provides SCS the required information collected through the enrollment process and SCS handles the process from that point forward, including setting the meal schedule, preparing and serving the meals, providing proper verification of meals served and the collection of the reimbursement. CEG plans to continue that process with the opening of CPS.

As required by the Tennessee Department of Education, LP will continue to work with SCS (or another vendor if needed) to:

A. Serve meals free to children from households whose income is at or below the free meal eligibility scale listed in the current income eligibility guidelines, or whose participation in SNAP (formerly Food Stamp Program) or Families First also called Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR) qualifies them for direct certification for free meals, or whose migrant, homeless, runaway or foster child status or other Federally-approved status as described in a policy memorandum issued by the United States Department of Agriculture, entitles them for categorical eligibility for free meals;

B. Serve meals at a reduced price to children from households whose income is at or below the reduced price meal eligibility scale listed in the current income eligibility guidelines and/or use other available resources for the student co-pay for reduced price breakfast meals (\$.30 per meal) or paid meals to serve breakfast meals at no charge to students who are eligible for reduced price meals or paid meals;

C. Set reduced price charges for lunch and breakfast at or below the maximum reduced price allowed by regulations and below the full price of the lunch or breakfast. Reduced price charges for lunch shall be set at \$.40 or less, reduced price breakfast shall be served free of charge to qualifying students using the state allocation provided under Session Law 21-345 or at \$.30 or less and reduced price snacks shall be served at \$.15 or less;

D. Ensure food is not used as a means of rewarding or punishing students for any purpose;

E. Ensure no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price. The names of children eligible to receive free or reduced price meals shall not be distributed, published, posted, or announced in any manner, and there shall be no overt identification of any such children by use of special tokens, tickets, identification numbers or any other means.

F. Operate the School Nutrition Programs so that no child shall be discriminated against on the basis of race, color, national origin, sex, age, or disability.

The process noted above includes meeting the needs of low-income students, as all 3 existing schools provide education to more than 95% of students classified as low-income by federal poverty guidelines through the CEP direct certification multiplier and all schools are covered by the Community Eligibility Provision.

LP will continue providing free meals to all of its students for the foreseeable future through CEP, with SCS maintaining programmatic, reimbursement, and health/safety compliance. If the CEP provision was no longer applicable, LP would follow the below process for ensuring compliance with local/state/federal regulations.

LP will continue to work with SCS to send to each child's parent or guardian, a letter as outlined herein, including a household application for free or reduced-price meals, at the beginning of each school year. LP and SCS will follow a procedure and keep it on file for disseminating applications (school packets, email, website, or combination, etc.). This procedure must define if applications will be paper or electronic and how they will be returned. Parents will be responsible for completing a household application and returning it to the school for review. Such applications and documentation of action taken will be maintained for three (3) years after the end of the school year to which they pertain. Applications are effective for one year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be provided an application for meal benefits. Parents or guardians will be notified, within 10 working days of the acceptance or denial of their applications. Children will be served meals immediately upon the submission of a complete application; children whose applications are approved for free meal benefits shall not incur charges during the application processing period. LP and SCS will use data from the State Agency's Direct Certification Technology System to issue meal benefits to students who are directly certified for free meals and to notify the students' households of free meal benefits and allow the household the opportunity to decline free meal benefits should they choose to do so.

Public Law 111-296 allows certification of a foster child for free meals, without application, if LP or SCS obtains documentation from an appropriate State or local agency indicating the status of the child as a foster child whose care and placement is the responsibility of the State or that the foster child has been placed with a caretaker household by a court. The foster child is categorically eligible and may be certified without an application. Households with foster and non-foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child, on the same household application that includes their non-foster children. This will streamline the application process and may help the foster family's non-foster children qualify for free or reduced price meals based on household size and income.

In processing the application, LP and SCS would certify the foster child for free meals, and then make an eligibility determination for the remainder of the household based on the household's income (including personal income earned by the foster child) or other categorical eligibility information reported on the application. Foster payments received by the family from the placing agency are not considered income and do not need to be reported. The presence of a foster child in the household does not convey eligibility for free meals to all children in the household in the same manner as Food and Nutrition Services (FNS), Temporary Assistance for Needy Families (TANF), Food Distribution Program.

When an application is denied, parents or guardians will be provided written notification which shall include the following: the reason for the denial of benefits, (for example: income in excess of allowable limits or incomplete application); notification of the right to appeal the denial of benefits; specific instructions on how to appeal; and a statement reminding parents that they may reapply for free and reduced price benefits at any time during the school year. (Note: The reasons for ineligibility shall be properly documented and retained on file at the LEA level.)

Currently, the Director of Operations at LP provides daily oversight of all food services. The Director of Operations communicates regularly with the food service staff and ensures that they have everything they need to provide breakfast, lunch, and snack for all students.

The building has a full production kitchen and large cafeteria that provides ample resources and space to meet all of the food service needs of students. Based on all conversations with Shelby County Schools, we believe the current relationship and system will continue if authorized by the Charter Commission.

2.7 Additional Operations

In this section:

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

(a) Transition Plan:

i. Describe what you anticipate will be the challenges of transitioning to a non-ASD authorizer and how you expect to address these challenges.

(b) Student information management:

i. All Charter Commission-authorized schools must adopt the Charter Commission's instance of PowerSchool. Describe how the school will prepare its school and staff for the adoption of a new student information system.

(c) School health and nursing services:

i. Describe the school's current plan for compliance with the Coordinated School Health Program, and what adjustments the school will make if authorized by the Charter Commission.

(d) Compliance monitoring

i. Describe how the school will manage compliance monitoring from the Charter Commission, including the monthly reporting calendar submissions, and the position responsible.

Because of our longstanding presence in Binghamton, the tradition of the school as the middle school for the community and our high parent satisfaction scores, the presence of siblings in the same building at CPL, as well as our conversations with parents since the start of school, we do not foresee any significant challenges in transitioning to an open enrollment, non-zoned school. The historical connection of families to the school, along with the success of the school and the limited options of other schools and lead CEG to believe parents will continue to choose LP even if the school becomes an open enrollment, non-zoned charter school of choice.

We are currently communicating with parents about the transition and finding they have very little concern as long as their school leadership, teachers, and other support staff remain in place for next year. The most significant change for parents relates to the enrollment process difference between being the zoned school and a charter school of choice.

We have a large facility that should allow for current parents to have reasonable expectations to enroll or sign up for the lottery and be able to continue to attend the school. We will have to work hard to ensure all parents know the process and the timing as they have historically been able to show up at school and then enroll as they so desired. We do not feel this will be a significant hurdle for parents. Most all other systems, expectations, and other daily interactions between students, staff, and parents will remain mostly unchanged and therefore we believe the transition will go smoothly.

Our current CMO staff works with school staff to ensure the accuracy of all information put into PowerSchool. We have two experienced staff members who are very familiar with the current PowerSchool setup and are currently working together to get information regarding the Charter Commission's PowerSchool set up. We will begin training our existing folks on the new system set up as soon as we have access to it.

Every year, CMO staff work with new teachers as part of the summer professional development process to ensure they understand the requirements of PowerTeacher, PowerSchool, LiveSchool and all other data reporting and collection systems. In Year 1 of the transition, all teachers will be trained on any nuances related to the Charter Commission's instance of PowerSchool.

We have a strong system of checks and balances to ensure information currently put into PowerSchool is both accurate and timely and we expect those same processes of accountability will ensure the Charter Commission's PowerSchool information is accurate.

CEG employees full-time, certified nurses at all of its campuses. CEG agrees with the expectations around the Tennessee Coordinated School Health Program. CEG seeks to connect physical, emotional and social health with education through their schools. Some of the components of the approach to be utilized at LP are identified below.

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease. Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken. No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school Principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the Principal shall:

Assign the student to a setting which will protect other students, employees and the student himself; or

Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or Principal stating that the disease is no longer communicable.

If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the Principal must require confirmation from a physician or the County

Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease, the Principal shall refer the student for special education services.

The superintendent/designee may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school. Expenses incurred from examinations requested by school officials shall be paid by the ASD. The names of all students excluded from school under this policy will be forwarded to the Office of the Superintendent.

Tennessee requires schools residing in school districts with pregnancy rates above 19.5 per 1,000 females ages 15-17 to implement family life education. Because both Davidson County and Shelby County exceed this threshold, CPS will provide an age-appropriate family life planning course that emphasizes abstinence until marriage and includes instructions for the prevention of HIV/AIDS and sexually transmitted diseases. Parents and legal guardians have a right to examine the grade level instructional materials and confer with school leaders regarding any or all portions of family life. A parent or guardian who wishes to excuse a student from any, or all, portions of family life shall submit a request, in writing, to the student's Principal. A student who is excused from any or all portions of family life shall not be penalized for grading purposes if the student satisfactorily performs alternative health lessons.

LP will provide regular physical education classes for students in all grades taught by a certified teacher. The curriculum will align with the expectations of the state of Tennessee and will provide students with a variety of physical activities.

LP also believes that the school environment communicates something to and about its students. Therefore, LP seeks to create a healthy school environment that is safe, clean, and aesthetically pleasing. This aligns with the cultural expectation of the school and shows students that they are valued and important.

LP provides a fulltime counselor to be available to provide students support they need around emotional, social and mental health needs. LP may also partner with organizations such as Communities in Schools to ensure that students get all of the wraparound services they need to be successful.

The LP nurse, supervised by the Dean of Operations, is responsible for many aspects of the Coordinated School Health Program, including, but not limited to the following:

- Monitors compliance of school health program with federal, state and local laws, regulations and policies.
- Collaborates with other child-support agencies in designing and providing health support to students and families.
- Administer daily and PRN (as needed) medications and nursing care procedures prescribed by the student's physician.
- Provides first aid care and medically prescribed services.
- Maintains security of school health supplies.
- Serves as a resource person on health issues
- Provides staff development on health-related topics for school staff and volunteers.
- Connects with provides to facilitate health screens and health appraisals for students and staff.
- Provides follow-up evaluations on students as required.
- Corresponds with parents on health needs of children.
- Works with school staff to ensure all students have proper immunizations before enrolling
- Records immunizations, health findings, and other relevant health data.
- Prepares health reports as needed.
- Be available to provide input to school leaderships or groups such as Child Study Team.
- Counsel with students concerning problems such as pregnancy, sexually transmitted diseases and substance abuse in order to facilitate responsible decision-making practices
- Implement and record required screening programs; notify parents when further medical evaluation is indicated.
- Prepare and maintain student clinic records and prepare required reports.
- Initiate emergency procedures for students and staff as needed.
- Work with other staff to develop Individual Health Care Plans and 504 Plans for students as needed.
- Orient the staff and teach specific medical procedures for the evaluation and maintenance of the medically involved student in the classroom.
- Present, train and maintain appropriate standards from OSHA regarding contact with, and possible exposure to blood borne pathogens and other potentially infectious body materials within the school or employment setting.
- Follow procedures for suspected cases of child abuse and neglect.
- Act as a liaison between the school, home health department professionals, and other community agencies.

LP plans to make no adjustments to the current school health and nursing services if authorized by the Charter Commission.

CEG schools have a very strong record of meeting compliance, monthly reporting calendar submissions, and other administrative requirements group. CEG has been frequently noted as being strong in these areas by our current authorizer.

The Executive Director assigns tasks to the appropriate CMO or school office personnel and then follows up 48 hours before any required submissions are due. This level of accountability and process has been effective in ensuring that CEG schools meet all required compliance monitoring and submission deadlines.

CEG employs staff at the CMO that are responsible for most submission requests from the district or state. Those positions include the Executive Director, the Director of Special Education, the Director of Data and Systems, and the Human Resource Specialist. These positions submit the majority of requests so that school leaders can focus on student achievement and parent relationships. Occasionally, the school principal or office staff may also be required to submit information to meet monitoring guidelines.

LP and CEG will continue these and other processes if approved by the Charter Commission to ensure compliance monitoring.

2.8 Charter Management Organization (if applicable)

In this section:

(a) If the school currently contracts with a charter management organization (CMO), please provide a copy of the current contract with the governing board as Attachment J. If it is not clear from the contract, please describe:

- i. The scope of services and resources provided by the CMO;**
- ii. The division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest are checked;**
- iii. How performance of the CMO is measured, including any deliverables;**
- iv. Conditions for renewal and termination of the agreement; and**
- v. Any monetary obligations of the CMO agreement.**

CEG does not contract with any charter management organizations and has no current plans to do so.

2.9 Waivers

Pursuant to T.C.A. § 49-13-111, a charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any State Board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement. Approved waivers for schools authorized by the Commission are available on the Commission's website.

Waivers may not be granted for requirements related to:

- (a) Federal and state civil rights;
- (b) Federal, state, and local health and safety;
- (c) Federal and state public records;
- (d) Immunizations;
- (e) Possession of weapons on school grounds;
- (f) Background checks and fingerprinting of personnel;
- (g) Federal and state special education services;
- (h) Student due process;
- (i) Parental rights;
- (j) Federal and state student assessment and accountability;
- (k) Open meetings;
- (l) At least the same equivalent time of instruction as required in regular public schools;
- (m) Teacher licensure or teacher evaluation; or
- (n) Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

T.C.A. Citation or SBE Rule or Policy	Description of Statute/Rule/Policy	Proposed Replacement Rule, Policy or Practice	How this waiver will student achievement
T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(5)	Staffing Requirements – Licensed Principals	LP will recruit and interview all highly qualified candidates from around the country.	LP will recruit the most qualified candidates from around the country and be able to hire the leaders who will most effectively fulfill its mission.
T.C.A. 49-5-401	Hours and Benefits – Teacher Assignment	LP utilizes an extended school day schedule, including increased instructional and professional development hours. Teachers receive compensation commensurate with the increased work hours.	Students will receive additional instruction throughout the year through the extended school day. Students will also receive higher quality instruction from teachers that includes regular afterschool professional development..
T.C.A. 49-6-2206-2207	Curriculum – Use of Unapproved Textbooks	LP will use both state-approved textbooks and other unapproved instructional materials.	In order to meet the wide needs of all students, LP will select the curriculum and textbooks that can meet grade level students as well as those below grade level, as well as students with unique learning needs.
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02; SBE Policy 5.600	Compensation – Licensed Personnel Salaries	While we ensure that public monies will be used properly and all personnel will be paid adequately, accurately and on time, it is critical to our program that the payroll system reflects our individual school’s purpose and philosophy. LP	LP will use compensation as one tool to attract and retain the best possible teachers, leading to high-quality instruction provided to students in every classroom.

		<p>understands that adequate compensation is a critical component to attracting and retaining the best possible teachers. Compensation includes salary, bonus and stipends as necessary.</p>	
T.C.A. 8-23-206(a)	Compensation – Longevity Pay	<p>While we ensure that public monies will be used properly and all personnel will be paid adequately, it is critical to our program that the payroll system reflects our individual school’s purpose and philosophy. LP will offer incentive pay that compensates them for years of consistent student performance and professional development growth, in addition to years of service.</p>	<p>LP will utilize compensation to ensure that teachers are striving to improve student performance, grow their content knowledge as instructors and increase tenure length in order to maximize their instructional effectiveness.</p>
T.C.A. 49-5-408-409	Tenure – Evaluation Contracts and Employment Termination	<p>Every teacher will be assessed based on their performance and student achievement. Teachers who attain the required levels of performance, as outlined in their contracts, will be offered a contract for the following school year.</p>	<p>Retaining high-performing teachers allows LP to maximize student growth and achievement.</p>

T.C.A. 49-5-501-513	Tenure – Tenure	As a charter school, LP will be results-driven. Accordingly, LP employees will be “at-will.”	A major element of student success will be LP’s ability to attract and retain a staff that is committed to our vision and able to deliver effective instruction every day.
T.C.A. 49-3-311	Capital Outlay	It is critical that we have freedom from non- health and safety standards for the school site and have control of the facility, rather than the board of education.	LP will maximize the effectiveness of school site resources to drive student achievement and align our building choices with our mission and goals.
SBE Rule 0520-01-03-.07(2) and SBE Rule 0520-01-03-.07(3)	Staffing Requirements – Library Information Center Personnel	LP will offer classroom libraries and floating resources to educate students and create a love of reading.	LP students will have continuous access to a substantial classroom library and the local branch of the public library.
T.C.A. § 49-3-359(a)	Instructional Materials/Supplies	In lieu of distributing funds to teachers to purchase their own instructional materials/supplies, LP will acquire high-quality instructional materials/supplies for each teacher and will distribute them prior to the first day of school.	Acquiring high-quality instructional materials/supplies for all teachers and distributing them prior to the first day of school, as opposed to distributing funds to teachers for them to buy their own, will ensure that LP maintains consistency and uniformity among the instructional materials/supplies used in each classroom. This will also ensure that the materials purchased are of high-quality and effective in supporting LP’s academic model.

Section 3 Financial Plan and Capacity

3.1 Budgeting

In this section:

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the charter school must submit the approved budget for SY2021-22 and a projected budget for SY2022-23 if authorized by the Charter Commission as Attachment K. While the budget may be in the school's own format, the following must be clearly delineated in the budget:

- (a) All anticipated revenues (including BEP, philanthropy, and federal grants) and all anticipated expenditures.
- (b) Explicitly detail major assumptions including but not limited to:
 - i. Student enrollment in SY21-22 and SY22-23 and how these drive the budget assumptions
 - ii. All anticipated funding sources, including BEP funding, philanthropy, federal grants, eRate, student fees, etc.
 - iii. Staff compensation including benefits and pensions
 - iv. Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies
 - School equipment and furniture
 - Technology costs
 - Professional development
 - Student assessments
 - Supplemental student information systems, if applicable. Note: All Charter Commission-authorized schools must adopt the Charter Commission's instance of PowerSchool which is paid for by the Commission.
 - Special education services
 - Student activities
 - Transportation
 - Authorizer fee (The Charter Commission can charge up to 3% of the BEP per pupil)
 - Contracted services at school (audit, I/T, etc.)
 - Rent, utilities and other facility expenses including capital repairs
 - Office supplies and equipment
 - Fundraising materials and resources (non-staff)
 - Marketing costs
 - Management fees and any other management compensation to the CMO or network (if applicable)
 - Capital, contingency, and insurance reserve funds

The budget for 2021-22 and 2022-23 are found in Attachment K.

3.2 Budget Narrative

In this section:

As Attachment L, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections. The narrative must include:

- (a) An explanation of student enrollment and BEP projections;**
- (b) An explanation of all funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;**
- (c) An explanation of all anticipated expenditures including those identified in Section 3.1(b);**
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- (d) An explanation of who is responsible for the school's financials (both school level and governing board level);**
- (e) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;**
- (f) How the school is accounting for increased costs that may be necessary if authorized by the Charter Commission (e.g. transportation, food service, services to special populations, etc).**

The budget narrative can be found in attachment L.

Ultimately, the Governing Board is responsible for the school's financial solvency. The Board works with the Executive Director to create an approved budget and then the Executive Director is responsible for ensuring that each school, and the CMO, meet or exceed their financial budget.

The Executive Director consults the school leaders to build the proposed budget and then the Executive Director reviews all expenses and revenues throughout the year to ensure the school is on target to meet the budget. If necessary, the Executive Director will go to the school leaders to discuss any spending adjustments necessary during the year to ensure that the school meets the budgeted targets.

School principals are charged with staying within the budgeted spending levels but the Executive Director is ultimately responsible at the operational level.

CEG has more than \$8 million in operating reserves, so if anticipated revenues are not received or are lower than expected, the school's contingency plan would be to use the operational reserves to cover any shortfalls.

There are no significant increased costs necessary if authorized by the charter Commission. Therefore, the budget assumes current normal operating expenses adjusted for inflation or known operational changes.

3.3 Network Financial Plan

(only applicable if the charter school is a part of a larger network)

In this section:

(a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?

All schools in the CEG network have displayed strong financial results each year of operations. The schools have always generated positive cash flow and have never been on fiscal probation or in bankruptcy. Schools have either met or exceeded their revenue projections or have reduced budgeted spending to offset any revenue shortfalls each year of existence, resulting in favorable cash flow and a positive net income variance compared to the budget each year.

The organization has a very strong balance sheet and significant working capital and therefore should any schools in the network require financial support, existing cash balances could easily be used to offset revenue shortfalls or spending above budgeted levels.

(b) Provide, as Attachment M, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:

i. All major assumptions including but not limited to:

- Student enrollment;
- All anticipated funding sources (at the network level), including:
 - o Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - o Other government resources;
 - o Private fundraising;
 - o eRate; and
 - o Student fees;
- A back-office budget;
- Financial implications of facilities plans;
- Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
- Management fees and any other management compensation to the CMO or network (if applicable); and
- Capital, contingency, and insurance reserve funds.

The detailed budget for 2021-22 school year for the CEG network can be found in Attachment M.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 Past Performance

NOTE: While this section is required for all applicants, some questions may not apply to schools that are single-site operators. Please mark not applicable where necessary.

The Charter Commission will obtain from the ASD copies of the last three years of the school's School Performance Framework, and this information will be included in any review of the school's application. Upon submission of a letter of intent, the Charter Commission will provide the applicant with a completed data template of the following state accountability data for the last three available years:

- i. Success rate of the school
- ii. Overall TVAAS Composite Score and subject-level composite scores
- iii. Academic Proficiency Data for ELA/Math, including all subgroups.
- iv. Chronic absenteeism rates
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- v. Remand and expulsion rates
- vi. High school graduation rates (if applicable)

In this section:

- (a) If the school has achieved priority exit status, provide documentation of this status and a description of how the school achieved priority exit status.
- (b) Based on the state accountability data provided to you by the Charter Commission, describe why you determined that the school's academic achievement and growth are a success and deserve continued authorization by the Charter Commission based on the Commission's scoring rubric.
- (c) Describe the trajectory of the charter school's academic performance during the duration of its charter term under the ASD. Discuss any challenges the school has faced in its charter term and how the school adjusted to overcome those challenges.
- (d) Reflect on the school's three-year discipline and chronic absenteeism rates and how the school plans to further reduce these rates.
- (e) Reflect on the school's three-year proficiency rates for all subgroups and describe how the school plans to continue to improve the academic performance for all students.
- (f) Describe why the school's operational and financial performance qualifies it for continued authorization under the Charter Commission.
- (g) Since the network/operator has existed, list any contracts with any of the operator's charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.
- (h) Since the network/operator has existed, list any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.
- (i) Provide, as Attachment N, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable) of all of the network's charter schools, including the ASD SPF profiles if the network has other schools under the ASD.
- (j) For all schools operating in the state of Tennessee: provide the following in Attachment O: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- (k) Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in Attachment P, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

Based on current TDoE policies, priority school exit status may be earned by one of three pathways. LP earned priority school exit status on the 2018-19 School Accountability report on the ASD website (see the attachment for a screen shot from the TDoE website) by achieving TVAAS Level 4 or 5 in all accountability subject composites for 2 most recent years.

LP showed consistent and increasing student achievement over the three years prior to the pandemic. As part of the ASD, CEG took on the significant challenge of transforming the lowest performing school in the state of Tennessee. Over the course of the last ten years, more than 30 other schools also took on this significant challenge. Many academic experts consider school turnaround to be one of the most difficult and challenging sectors of public education.

During that time as a turnaround organization, all three CEG schools have earned either priority school exit status or moved off of the state's priority list. Only two other schools in the ASD were able to attain such status.

Provided similar challenges and similar authorization and support, LP has performed better on TVAAS than other ASD schools led by some of the best networks in the country that moved to Memphis to be a part of the ASD and the work of transformation. That provides a very strong data regarding the school's ability to increase student achievement at levels other organizations have been unable to reach and provides evidence that the school deserves authorization by the Charter Commission.

In addition, LP has consistently earned the state's highest growth scores as evidenced by TVAAS. For the three full years of pre-pandemic education, LP earned the following TVAAS scores:

Subject	2016-2017	2017-2018	2018-19
Math	5	4	4
ELA	5	5	5
Overall	5	5	5

Again, no other ASD school outside of the CEG network earned similar results during that time period (see the chart below for a comparison on all ASD school TVAAS scores during the last two full non-pandemic years).

Achievement School District	TVAAS Subject Composites	2018 and 2019			
School	Literacy 2019	Numeracy 2019	Literacy 2018	Numeracy 2018	Sum of TVAAS Points
Cornerstone Prep Denver Campus	5	4	5	5	19
<i>Lester Prep</i>	<i>5</i>	<i>4</i>	<i>5</i>	<i>4</i>	<i>18</i>
Aspire Hanley Middle School	3	5	4	5	17
Neely's Bend: A LEAD Public School	5	3	5	3	16
Brick Church: A LEAD Public School	4	5	4	2	15
Kirby Middle School	2	3	5	5	15
Georgian Hills Achievement Elementary School	3	4	1	5	13
Memphis Scholars Raleigh-Egypt	3	2	4	4	13
Frayser Achievement Elementary	3	3	2	4	12
Aspire Hanley Elementary	3	5	2	2	12
Memphis Scholars Caldwell-Guthrie	3	5	3	1	12
Corning Achievement Elementary	2	4	3	3	12
Freedom Preparatory Academy Charter Elementary School	2	4	3	3	12

Wooddale Middle School	1	1	5	5	12
Promise Academy - Spring Hill	2	1	3	5	11
Whitney Achievement Elementary School	4	4	1	1	10
Pathways in Education - TN	3	3	3	1	10
KIPP Memphis Academy Elementary	2	2	4	2	10
Westside Middle School	4	3	1	1	9
Libertas School	4	5			9
KIPP Memphis Preparatory Elementary	3	1	3	2	9
Hillcrest High School	2	3	2	2	9
Memphis Scholars Florida Kansas	3	1	2	2	8
Cornerstone Prep - Lester Campus	3	1	3	1	8
Aspire Coleman	1	1	3	3	8
Pathways in Education - Whitehaven	3	1	1	2	7
KIPP Memphis Preparatory Middle	2	1	1	2	6
Martin Luther King Preparatory High School	2	1	1	1	5
Humes Preparatory Academy Middle School	1	1	1	1	4
Fairley High School	1	1	1	1	4

Again, this relative TVAAS performance compared to other schools participating in the difficult turnaround work in Memphis, serving similar populations and given similar access to financial and other support, indicates that LP academic achievement and growth are a success and deserve continued authorization by the Charter Commission.

During the last full year prior to the pandemic, LP had the highest proficiency rate of any ASD middle school in math, as noted below:

2018-19 TN Ready Math Results	Percent On Track & Mastered
ASD Schools	
Cornerstone Prep Denver Campus	27.1
Freedom Preparatory Academy Charter Elementary School	21.8
KIPP Memphis Academy Elementary	18.1
<i>Lester Prep</i>	<i>16.7</i>
Corning Achievement Elementary	16
Frayser Achievement Elementary	15.1
Georgian Hills Achievement Elementary School	15
Aspire Hanley Elementary	14.7
Whitney Achievement Elementary School	14
Neely's Bend: A LEAD Public School	13.6
Promise Academy - Spring Hill	12.7
KIPP Memphis Preparatory Elementary	12.7
Cornerstone Prep - Lester Campus	11.6
Memphis Scholars Caldwell-Guthrie	11.6
Aspire Coleman	11.4
Brick Church: A LEAD Public School	10.3
Memphis Scholars Florida Kansas	9
Aspire Hanley Middle School	8.9
Wooddale Middle School	8.4
KIPP Memphis Preparatory Middle	8.2
Kirby Middle School	7.3
Libertas School	4.5
Memphis Scholars Raleigh-Egypt	4.5
Humes Preparatory Academy Middle School	3.7
Westside Middle School	2.7

LP has also performed well when compared to national normed expectations for schools around the country. MAP results, the national assessment administered by NWEA, has revealed significant and consistent growth above the national norm and exceeding the NWEA's expected growth. The growth has been seen across all grades and subjects, indicating the strength of the entire LP academic program. Listed below are the results from the two most recent years data prior to the pandemic:

Grade	Math GLE Growth 2017-18	Math GLE Growth 2018-19
6	1.7	1.4
7	1.6	1.3
8	1.0	1.2

Grade	Reading Growth 2017-18	Reading GLE Growth 2018-19
6	1.4	1.2
7	1.7	1.3
8	1.1	0.9

Grade	Language GLE Growth 2017-18	Language GLE Growth 2018-19
6	1.4	1.2
7	1.3	1.4
8	0.9	1.1

Grade	Science GLE Growth 2017-18	Science GLE Growth 2018-19
6	1.8	1.1
7	1.7	1.4
8	0.5	1.3

This data reveals above average growth in almost every grade and subject for two years. This measure indicates strong academic achievement and growth across the entire school, which we believe aligns with the intended outcomes found on the Charter Commission scoring rubric.

During the difficult 2020-21 school year, LP polled parents regarding their preference of learning method, based on the COVID 19 status at the time. Parent surveys over the summary indicated a significant desire to learn exclusively from home, online. Therefore, LP purchased hot spots and Chromebooks for every LP student, delayed the start of the school year by approximately one month in order to prepare teachers for online instruction, and opened the school year delivering online instruction to 100% of LP students.

During the week of October 5, 2020, CEG again surveyed current parents regarding their desire to begin on campus learning or continue online learning. The survey results revealed 43% of parents desired to send their child back to campus for instruction.

CEG began on-campus learning November 12. From that point forward, LP executed the very difficult hybrid instruction model, teaching students at home and on campus. By year-end, more than 50% of LP students never set foot on the campus

and therefore had to learn exclusively from home and overcome so many obstacles to their learning.

Research and data results from last year consistently show students around the nation, and especially students of color, had dramatic setbacks in education due to the pandemic. Here are a couple quotes related to student achievement during the 2020-21 school year:

- “According to one commonly used reading assessment, the DIBELS benchmark measure, the percentage of students falling into the “well-below benchmark” category that predicts future reading failure grew from 26 percent in December 2019 to 43 percent in December 2020. All demographic subgroups were affected, but Black and Hispanic students were particularly impacted. There is no precedent for this kind of decline in the last 20 years of using these reading measures.”
- “New research by NWEA, a nonprofit assessment provider, predicts that because of school closures, some students could be as much as a year behind in math when they start school in the fall.”

Despite the difficult circumstances, and the data indicating most students fell further behind last year, LP scholars produced the following results on the year-end MAP assessment:

Grade	Math GLE Growth	Reading GLE Growth	Language GLE Growth	Science GLE Growth
6	1.1	1.5	1.8	2.1
7	0.6	0.9	1.1	0.9
8	1.0	1.5	1.3	1.7

This combination of strong performance on a national assessment as well as strong performance compared to peers in similar environments on the state’s assessment indicate that LP’s academic achievement and growth are a success and deserve continued authorization by the Charter Commission based on the Commission scoring rubric.

The trajectory of the school’s achievement prior to the pandemic was positive and rising. The pandemic slowed down the growth and significantly impacted proficiency but early indications during the 2021-22 school year, with all scholars back on campus, reveal a return to the positive growth trajectory. Certainly, there are areas that need improvement, but we believe our past performance indicates LP deserves to be authorized to continue to do the work.

The primary academic challenge that Lester Prep faced in its charter term has been the continued struggle to convert outstanding academic growth to outstanding academic proficiency. While the school has improved enough in mastery to get off of the priority list, an accomplishment very few other ASD schools have attained, CEG still desires for significantly better academic outcomes for their students.

The math results in the last year prior to the pandemic were very encouraging, as Lester Prep’s TN Ready math scores were higher than any other middle school in the ASD. The pandemic interrupted the progress being made in math but the implementation of Eureka math two years ago and the shift to EL 2.0 this year for ELA, combined with the creation of two interventionist positions, put Lester Prep in a good position to improve mastery levels while continuing its positive trajectory of student growth.

Certainly, the pandemic has been a significant challenge for LP. Prior to the pandemic, LP students were enjoying a consistent positive trajectory in growth in almost every area. However, the pandemic, and the subsequent cancellation of on campus school followed by a year of hybrid education significantly impacted student achievement. Despite providing students with Internet hotspots and Chromebooks at home, the learning during the 18 months of the pandemic did not reach the same levels as the prior three years. LP is glad to have all scholars back on campus

for the 2021-22 school year and looks forward to returning to the positive academic growth trajectory enjoyed prior to the pandemic.

The school's three-year discipline rates have been steadily improving. The suspension rate, expulsion rate and remand rate have all decreased over the past three years. An increased focus on private conversations, building relationships and restorative practices have been key strategies employed to positively impact the school culture. Pages 113-151 in the blueprint provides details on these and other tools being used effectively at Lester Prep.

The school's three-year attendance and chronic absentee rates have been flat to slightly improved over the last three years. Attendance increased by one percentage point to 92% last year while the chronically absent rate improved by 2 percentage points. LP is glad to see these slight improvements but desires to see more significant gains in the years to come.

LP believes that the hiring of a new Director of Public Relations & Recruitment who has the responsibility of following up with parents after they're called from the school office will reduce chronic absenteeism rates. This new person can invest significant time and resources in identifying and solving issues that lead to chronic absenteeism. This person has also partnered with the University of Memphis and will have a full-time intern starting in December who can also devote time and attention to decreasing chronic absenteeism. This increased investment in staffing and focus should certainly decrease both chronic absenteeism and the number of students who attend but arrive after school has begun.

CEG also believes that the transition from a neighborhood charter school to a state authorized charter school of choice may create an opportunity for decreased chronic absenteeism.

Most of the students served at Lester Prep fall into the subgroup of economically disadvantaged and African American. So, the scores of the school roughly reflect those two subgroups and therefore are reflected in the data and comments found elsewhere.

The other subgroup of significance is special education. The school's three-year proficiency rates for this subgroup have not been as high as we would hope. We have found that mastery in grade level proficiency has been difficult to reach for most of our special education students. However, we have had good success in closing academic gaps and growing our special education students as they work towards reaching grade level. The data below from our most recent in NWEA MAP assessment shows this growth in grade level equivalents for the last full year pre-pandemic and the 2020-21 school year (we did not take the assessment when schools were required to shut down in the spring of 2020.)

Grade	Math 18-19	Reading 18-19	Science 18-19	Math 20-21	Reading 20-21	Science 20-21
6	1.1	1.4	.6	1.2	1.7	2.2
7	.7	.9	1.2	.6	.8	.8
8	1.1	1.6	2.4	1.1	1.6	1.9

As the chart reveals, the special education subgroup performed extremely well during the last full year students were on campus for the entire day as well as during the pandemic in most grades and subjects but struggled in some classrooms. LP is working hard to improve the consistency of the academic growth of all students in special education.

LP, along with the entire CEG network, have displayed outstanding operational and financial performance during the last 5 years. The school has enjoyed positive cash flow every year, has met all internal operational goals and has been an exemplar organization in reporting and compliance with the ASD and the state. The organization receives audits each year without reservation and has outstanding staff and parent survey results that indicate the school

performed well. The school consistently meets enrollment targets, earns grants above budgeted levels and always stays within spending limits.

Neither LP nor any of the other schools have had a contract terminated by the schools' authorizer or by any other grantmaking agency or provider.

Likewise, neither LP nor any of the other schools have had any replications, non-renewals, shortened and/or conditional renewals or withdrawals/ non-openings of schools operated by the network.

CEG's most recent school, Cornerstone Prep School, in response to the pandemic, was granted permission by the Charter Commission to delay opening one year. CPS is on track to open in August 2022.

Back in 2018, a student had her hand stepped on by another student in class. The parent filed a suit to recoup her insurance bills plus other expenses. The parent demanded \$12,500. The insurance company decided to settle the claim for \$8500.

ATTACHMENTS

Please include attachments labeled according to the following schedule:

- **ATTACHMENT A: Annual Academic Calendar and School's Daily Schedule by Grade**
- **ATTACHMENT B: Student Handbook/School Forms**
- **ATTACHMENT C: Student Discipline Policy (if not already included in Attachment B)**
- **ATTACHMENT D: Enrollment Policy**
- **ATTACHMENT E: Letters of Support/MOUs/Contracts from the Community**
- **ATTACHMENT F: Governance Documents**
 - o **F1. Articles of Incorporation**
 - o **F2. Proof of non-profit and tax-exempt status**
 - o **F3. By-laws**
 - o **F4. Code of Conduct**
 - o **F5. Conflict of Interest Policy**
 - o **F7. Board policies**
- **ATTACHMENT G: School Organizational Chart**
- **ATTACHMENT H: Employee Manual/Personnel Policies**
- **ATTACHMENT I: Insurance Coverage**
- **ATTACHMENT J: CMO Agreement (if applicable)**
- **ATTACHMENT K: SY21-22 Approved Budget and SY22-23 Projected Budget**
- **ATTACHMENT L: Budget Narrative**
- **ATTACHMENT M: Network Financial Plan**
- **ATTACHMENT N: School Reports/Authorizer Evaluations**
- **ATTACHMENT O: Audited financial statements and most recent internal financial statements**
- **ATTACHMENT P: Litigation Documents (if applicable)**
- **ATTACHMENT Q: Original approved charter application**

All of the attachments noted above have been included with the application as well as a few additional attachments.