



Amended Application for a Public Charter School

KIPP Southeast Nashville College Prep Middle School

May 26, 2022

For questions about this application, please contact:

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**GENERAL INFORMATION**

Name of proposed school: KIPP Southeast Nashville College Prep Middle School (KSNCP-ES)

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

Charter authorizer for proposed school: Metro Nashville Public Schools

Sponsor/Sponsoring entity: KIPP Nashville

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

Model or focus of proposed school: College Preparatory

City or geographic community for proposed school: Southeast Nashville

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Randy Dowell, Executive Director, KIPP Nashville

Primary Contact mailing address: 3410 Knight Drive, Nashville, TN 37207

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Primary Contact email address: rdowell@kippnashville.org

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

Full name	Current employer and job title	Position with proposed school
Randy Dowell	Executive Director, KIPP Nashville	Executive Director, KIPP Nashville
Adrianna Clemons	Chief Operating Officer, KIPP Nashville	Chief Operating Officer, KIPP Nashville
Dan Gennaoui	Chief Financial Officer, KIPP Nashville	Chief Financial Officer, KIPP Nashville
Lindsay Wright	Chief Talent Officer, KIPP Nashville	Chief Talent Officer, KIPP Nashville
Tiffany Russ	Interim Head of Schools, KIPP Nashville	Interim Head of Schools, KIPP Nashville

Does the proposed school intend to contract or partner with a charter management organization? Yes  No

If yes, identify the CMO or other partner organization: N/A

Does this applicant have charter school applications under consideration by any other authorizer? Yes  No

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

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

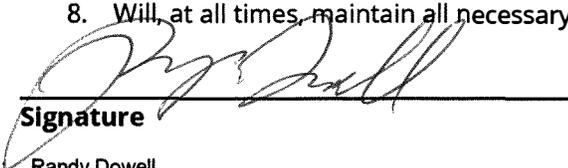
Indicate Applicant Type:

- New-Start Applicant (Category 1)
- Sponsor of Existing TN School Proposing New School with Change in Focus/Grade (Category 2)
- Out-of-State Sponsor (Category 2)
- Sponsor of Existing TN School Proposing to Replicate (Category 3)
- Sponsor of Existing School in the ASD Seeking Authorization from Its Home LEA (Category 4)

## ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter KIPP Southeast Nashville College Prep Middle School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
  - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
  - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
  - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
  - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
  - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

  
\_\_\_\_\_  
**Signature**

Randy Dowell

\_\_\_\_\_  
**Printed Name of Authorized Representative**

Executive Director, KIPP Nashville

\_\_\_\_\_  
**Title of Authorized Representative**

# EXECUTIVE SUMMARY

In three pages or less, provide an executive summary about your proposed charter school. The executive summary should provide a concise overview of the following:

- The plan for the proposed school;
- The geographic and population considerations of the school environment;
- The challenges particular to those considerations; and
- The applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

KIPP Southeast Nashville College Prep Middle School (KSNCP-MS) will be a public charter middle school designed to meet the needs of a growing population in Southeast Nashville. As the Southeast Nashville community continues to grow, the need for new public school seats has become increasingly apparent. At KIPP Nashville, we have seen this first-hand through large waitlists at our current Antioch schools. Through discussions with public officials, district leaders and school board members coupled with an analysis of the current and projected need for public school seats in the area, it has become clear that Southeast Nashville needs new public school seats. We submit this application in an effort to meet the needs of this growing community.

KSNCP-MS will offer parents in this growing community a college-prep middle school option, designed to support their children in their journey to and through college. To do this, KSNCP-MS will build upon the model operating in East Nashville since 2005 and will provide students access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and has supported local KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, Howard, and Duke.

We have not yet selected a site for KSNCP-MS and desire to work with MNPS leaders to identify specific communities that are most over-crowded and most in need of additional seats to locate the school. To identify target communities for KSNCP-MS, we intend to work closely with the MNPS student assignment team. An approval by the MNPS school board would help signal to MNPS and KIPP Nashville officials that MNPS leaders are cleared to provide input on the location of KSNCP-MS. Once provided this input, KIPP Nashville will select a site to build this school, and at that point, we intend to change the school's name to something that reflects and identifies the school with its community.

Though we have not yet targeted the specific neighborhood, we anticipate locating the school somewhere in the Antioch or Cane Ridge communities. We have identified multiple properties in the community, including properties in close proximity to the existing KIPP Antioch schools. We expect the student demographics will closely resemble the demographics of our existing Southeast Nashville schools. These schools have demographics that very closely reflect the demographics of the district, with large African American, Latino and white immigrant populations. We expect this school will have populations of students with disabilities and students receiving English Learners (EL) services that closely reflect those of non-magnet district schools in this community.

Southeast Nashville schools face several significant challenges. Chief among those challenges is the increasing population in Southeast Nashville that is projected to press against and beyond the capacity of middle schools in the community. According to an MNPS School Enrollment and Capacity Report from September 2019, the middle schools across the Antioch and Cane Ridge clusters were occupied at 98% capacity<sup>1</sup>. This report projects that by the 2028-29 school year, those same schools will be oversubscribed and enrolled at 106% capacity<sup>2</sup>. A driving force in our submission of the KSNCP-MS application is to ensure MNPS has the needed school seats to accommodate the growing student

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<sup>1</sup> The combined middle school enrollment in the Cane Ridge and Antioch clusters was 3,863 students with 3,946 seats.

<sup>2</sup> The projected combined middle school enrollment in the Antioch and Cane Ridge clusters for the 2028-29 school year is 4,177 with 3,946 available seats.

population in this area. In May 2022, we received an updated MNPS School Enrollment and Utilization report that shows lower projected utilization than the September 2019 report. We also understand that MNPS is in the process of updating its projections and that MNPS has received funding for designing additional elementary schools and that construction of a new middle school is on hold pending funding. While we are glad that MNPS anticipates that overcrowding in Southeast Nashville is and will be less critical, we continue to believe that locating the school in the Antioch or Cane Ridge communities will benefit both the students in that area and MNPS. As discussed in this application, utilization of the existing KIPP Antioch elementary and middle schools is 100%, and there is a substantial wait list for each school. Further, given KIPP Nashville's established track record of raising academic achievement, providing a KIPP option to students in Southeast Nashville will benefit the district.

A second challenge faced by schools in this community is an increased English Language Learners (ELL) population compared with the rest of the district. KSNCP-MS will address this challenge through our staffing model and our use of a data-driven approach to instruction.

Beyond these challenges, the Southeast Nashville community has tremendous strengths that align well with KIPP Nashville's mission and values. As evidenced by the strong demand for seats at existing KIPP Antioch schools, many parents in the community are attracted to our college-prep curriculum and focus. Further, the strong entrepreneurial spirit in this community will support the growth of this school, which will be designed to add capacity while adding a unique program into the school options for parents.

Given the strengths and opportunities in the Southeast Nashville community, KIPP Nashville is well-suited to launch and grow KSNCP-MS. The KIPP Nashville team has evolved over the last eighteen years to develop both the leadership and operational capacity to launch KSNCP-MS. In recent years, the KIPP Nashville team has expanded to add the management and program-building capacity needed to support KSNCP-MS by adding leadership to our academics, data and human resources teams. We have also created a Principal In Residence program to train the next generation of KIPP Nashville Principals. KIPP Nashville has also continued to strengthen our Board of Directors recently adding leaders who can help guide the organization as we grow to meet the increasing demands for high-quality public school seats in Nashville.

# SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

## **1.2 Enrollment Summary**

### **In this section:**

- Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.
- Provide a rationale for selecting the community where the proposed school will locate.
- Discuss the academic performance and enrollment trends of existing schools in that community.
- Describe the specific population of students the proposed school intends to serve.
- Describe what the proposed school would do more effectively than the schools that are now serving the targeted population. What different educational options will the proposed school offer?
- If you are the sponsor of an existing school, describe
  - any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s); and
  - how the community for the proposed school is similar and/or different from the community that you currently serve.
- Complete the enrollment summary and anticipated demographics charts below.

### **Characteristics of a strong response:**

- A clear description of the community where the school intends to draw students including school zones and academic performance of surrounding schools.
- Rationale for selecting the community where school will locate and description of how the school will serve as a needed alternative.
- Completed enrollment summary and anticipated demographics charts with reasonable enrollment projections.

KIPP Nashville will partner with MNPS to identify a community in Southeast Nashville where KIPP Nashville can have its deepest impact. KSNCP-MS, like all KIPP Nashville schools, will seek to offer a high-quality educational opportunity for all students regardless of where they are academically when they join KIPP. All seven KIPP Nashville schools are largely comprised of low-income students of color who are under-represented in four-year universities. Additionally, KIPP Nashville schools educate populations of English Learners and students who qualify for special education at percentages the same as or greater than that of the district average. KSNCP-MS will be designed to meet the needs of these diverse learners and, through KIPP's mission and vision, will seek to close the large achievement gaps that exist in these populations across Nashville and the nation.

Of the 2,331 students currently enrolled in KIPP Nashville's three elementary schools, three middle schools, and one high school, 80% are economically disadvantaged and 89% identify as African American and/or Hispanic/Latino. Southeast Nashville is one of the fastest growing areas in Nashville and much of that growth is driven by families with children. Many of the existing middle schools in the area have building utilization rates approaching or exceeding 100%. KIPP Nashville can be a partner for MNPS in educating students as well as alleviating overcrowding in Southeast Nashville schools. The addition of KSNCP-MS will help ensure MNPS has the needed school seats to accommodate the growing student population in this area. In May 2022, we received an updated MNPS School Enrollment and Utilization report that shows lower projected utilization than the September 2019 report. We also understand that MNPS is in the process of updating its projections and that MNPS has received funding for designing additional elementary schools and that construction of a new middle school is on hold pending funding. While we are glad that MNPS anticipates that overcrowding in Southeast Nashville is and will be less critical, we continue to believe that locating the school in the Antioch or Cane Ridge communities will benefit both the students in that area and MNPS. As discussed in this application, utilization of the

existing KIPP Antioch elementary and middle schools is 100%, and there is a substantial wait list for each school. Further, given KIPP Nashville’s established track record of raising academic achievement, providing a KIPP option to students in Southeast Nashville will benefit the district.

In February, 2020 the two existing KIPP Nashville schools in Southeast Nashville, KIPP Antioch College Prep Elementary School and Middle School, had received over 900 student applications for a mere 250 open seats for the 2020-21 school year. The majority of these families live in Antioch, in either what MNPS calls the Antioch or Cane Ridge clusters. These communities are adjacent, overlap in many ways, and even share a zip code. In fact, Antioch Middle School is located in the Cane Ridge cluster while Metro’s Cane Ridge Park and Parkway are both in Antioch. Because parent demand for KIPP Nashville seats in this community is nearly four times the number of existing open KIPP Nashville seats in Antioch, we feel confident that KIPP Nashville can open both a second elementary and middle school in the community. Accordingly, we have identified multiple properties in the community, including properties in close proximity to the existing KIPP Antioch schools. The final location of KSNCP-MS will depend largely on real estate opportunity and, we hope, input from MNPS leadership.

**Enrollment Trends of Existing Schools from 2022 <sup>4</sup>**

Middle School	Cluster	Capacity	2022-23 Projected Enrollment	2022-23 Utilization	5 year Projected Utilization
Apollo MS	Antioch	843	694	82.3%	67.4%
Antioch MS	Cane Ridge	742	672	90.6%	92.6%
Thurgood Marshall MS	Cane Ridge	911	736	80.8%	70.5%

<sup>4</sup> “We have been provided with an updated MNPS School Enrollment and Utilization report, dated May 9, 2022, that forecasts reduced utilization compared to the 2019 report. The updated report, and notes regarding that report, are attached as Attachment Y.”

**Enrollment Trends of Existing Schools from 2019 <sup>3</sup>**

Middle School	Cluster	Capacity	2019-20 Day-20 Enrollment	2019-20 Day-20 Utilization	2028-29 Projected Enrollment	2028-29 Projected Utilization
Apollo MS	Antioch	843	819	97%	948	112%
Antioch MS	Cane Ridge	742	794	107%	999	135%
Thurgood Marshall MS	Cane Ridge	911	961	105%	1,068	117%

KIPP Nashville believes there is an opportunity to provide students in Southeast Nashville access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and which has supported local KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, Howard, and Duke. In recent years, middle schools in Southeast Nashville have performed academically below the district and state averages. KSNCP-MS will offer parents in this growing community a college-prep middle school option, designed to support their children in their journey to and through college or career path of choice.

<sup>3</sup> “MNPS School Enrollment and Capacity” report. Metro Nashville Public Schools. 09 September 2019.

<sup>4</sup> “MNPS School Enrollment and Utilization” report. Metro Nashville Public Schools. 16 May 2022.

**Academic Performance\* of Existing Schools**

Middle School	Cluster	English Language Arts	Mathematics
Apollo MS	Antioch	11.6%	8.9%
Thurgood Marshall MS	Cane Ridge	12.1%	16.9%
Antioch MS	Cane Ridge	12.2%	9.6%

*\*Data reflects the percentage of students on grade level in 19-20*

A third-party study of KIPP schools by the Mathematica Policy Research firm found vast evidence of the impact and effectiveness of the KIPP model. Researchers concluded:

- KIPP elementary schools have positive and statistically significant impacts on student achievement across all years and all subject areas examined, and the magnitude of KIPP’s achievement impacts are statistically substantial.
- KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies.
- For students continuing to KIPP high schools from KIPP middle schools, KIPP high schools have positive impacts on a variety of college preparation activities and the likelihood of applying to college.
- KIPP does not attract more able students (as compared to neighboring public schools) and KIPP’s achievement gains are similar for the matched comparison design and the experimental lottery analysis—demonstrating that parental motivation cannot explain KIPP students’ achievement gains.
- Average KIPP impacts on a nationally normed test that includes items assessing higher-order thinking skills were similar to impacts on high-stakes state tests, proving that the academic growth students demonstrate is more expansive than that afforded by “teaching to the test”.
- Academic gains at many KIPP schools are large enough to substantially reduce race and income-based achievement gaps.

Nearly seventeen years of KIPP Nashville experience reinforce this data. As demonstrated in the data compiled in Attachment Q, KIPP Nashville students make enormous growth during the years they attend a KIPP Nashville school and ultimately outperform the district and state across all content areas. See Attachment Q for a snapshot of the KIPP Nashville portfolio’s achievement. The foundational elements of the KSNCP-MS model and all KIPP Nashville schools—standards-aligned curriculum, recruitment and support of highly-skilled educators, values-based character education, data-driven decision-making, and embedded intervention—are research and practice-proven strategies for the target population and allow the flexibility needed to differentiation for diverse learners.

KSNCP-MS will utilize the same practices outlined across other KIPP Nashville schools which have resulted in full enrollment of the target populations at all KIPP Nashville schools in operation.

**Enrollment Summary (Number of Students)**

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28

<b>5</b>	132	132	132	132
<b>6</b>	0	132	132	132
<b>7</b>	0	0	132	132
<b>8</b>	0	0	0	132
<b>Totals</b>	<b>132</b>	<b>264</b>	<b>396</b>	<b>528</b>

Consistent with KIPP Nashville’s Letter of Intent, the enrollment summary above is based on four homerooms of 33 students each per grade. The narratives, staffing model, and financials included in this charter application reflect a more conservative approach of three homerooms per grade. In anticipation of a similar demand for enrollment and school performance as we have seen at the existing KIPP Antioch College Prep Elementary and Middle Schools, KIPP Nashville is seeking approval now of a charter for KSNCP-MS with a maximum enrollment of 528 students to allow for an expansion to four homerooms per grade.

**Anticipated Demographics\***

<b>Anticipated Demographics</b>	<b>% of Economically Disadvantaged Students</b>	<b>% of Students with Disabilities</b>	<b>% of English Language Learners</b>
<b>Gender:</b> <ul style="list-style-type: none"> <li>● 54% Female</li> <li>● 46% Male</li> </ul> <b>Race:</b> <ul style="list-style-type: none"> <li>● 39% Black or African American</li> <li>● 27% Hispanic or Latino</li> <li>● 19% Other</li> <li>● 9% White</li> <li>● 6% Asian</li> </ul>	48%	10%	24%

*\* Based on the 2019-20 kindergarten, 1st, and 5th grade classes at KIPP Antioch College Prep.*

## 1.3 Academic Focus and Plan

### In this section:

- Describe the academic focus of the proposed school.
- Outline the academic plan of the proposed school. Include specific academic benchmarks.
- Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.
- (d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.
- Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.
- Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?
- Explain how the academic plan aligns with Tennessee’s academic standards.
- If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.
- For sponsors of existing schools only: describe any key academic plan features for the proposed school that will differ from the existing school’s original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.

### Characteristics of a strong response:

- A clear and comprehensive explanation of the school’s academic focus that is aligned with the school’s mission and vision.
- A framework for a rigorous research based academic plan that reflects the needs of the targeted student population and is aligned with the school’s stated mission and vision.
- A robust and quality curriculum overview, supported by research, with a plan for implementation that includes all grades the school will eventually include.
- Evidence the curriculum design is aligned with the Tennessee State Standards.
- Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.
- A description of effective methods for providing differentiated instruction to meet the needs of all students, including a strong plan for Response to Instruction and Intervention (RTI<sup>2</sup>) that aligns with Tennessee guidelines.
- If including blended learning, a clear explanation of the model the school will use and the role of teachers within the blended learning environment.

KSNCP-MS will offer a well-rounded, college-preparatory academic program. The educational philosophy of KSNCP-MS is based on the belief that graduation from college is the best way each student can maximize his or her academic, professional and personal potential. College provides a means for deepening academic and personal experiences, building personal and professional relationships, and broadening perspectives that open up opportunities and enable an array of choices that are unavailable to students who do not graduate from college. Thus, KSNCP-MS will deliver an educational program that will allow its students to develop academic and character skills and traits needed to graduate from college and lead a life full of opportunity and choice.

The philosophy of KSNCP-MS is informed by research, the experience of and learning from KIPP schools and other high-performing schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning. The overview of each content area will provide more context about the philosophy behind the academic and social/emotional learning decisions.

### High Expectations and Rigorous Curriculum

All of the students will pursue a rigorous, college-prep academic program that prepares students for a challenging high school academic career. Using a backward-mapped approach from ACT College-Readiness Standards to build on state standards, all students, regardless of their proficiency at baseline, will be expected to meet and exceed state proficiency standards and score competitively on nationally norm-referenced assessments.

The high expectations will be manifest in:

- Rigorous curriculum that develops critical thinking skills;
- Development of student autonomy and ownership of achievement through student responsibility for understanding their own assessment data and how it informs their goals and habits;
- Ambitious growth goals for all students, regardless of their proficiency upon baseline;
- Use of academic language in all content areas and grade levels, as well as in the hallways, and;
- Demonstration of the school values in all aspects of students' performance and behavior.

The school's educational philosophy is also fully aligned to the Tennessee State Board of Education's policy aimed at strengthening the state's high schools. The school program supports the policy's goals and embraces the following excerpt from the policy:

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.

### Academic Benchmarks

KSNCP-MS, like all KIPP Nashville schools, will set academic goals using TNReady. KIPP Nashville also uses the MAP assessment to gauge student progress and achievement. Given changes to TNReady, MAP has been a consistent data set on student performance to cross reference with TNReady data to determine high school readiness and program effectiveness. KIPP Nashville sets the goal that 85% of students will achieve typical growth on MAP and 60% will receive greater than typical growth, which KIPP Nashville refers to as college-ready growth.

KIPP Nashville expects the entering class of 5th grade students to be at similar achievement levels to existing KIPP middle schools. KIPP Nashville will use MAP data to gauge their entry level. Based on this information, KIPP Nashville expects to significantly close the expected achievement gap over the four years of middle schools. The following table shows TNReady benchmarks for grades 5 through 8 in ELA and math.

**TNReady Percent of Students On Track or Mastered Goals**

Subject	5th Grade	6th Grade	7th Grade	8th Grade
ELA	25%	35%	40%	45%
Math	40%	50%	50%	60%

KSNCP-MS will also have TNReady science and social studies goals. Given the shifts in standards and assessments, KIPP Nashville has not set yearly targets, but by the end of 8th grade, 75% of students should be on “On Track” or “Mastered” as measured by the new assessments.

These goals are set each year between the Principal and the Head of Schools. In order to set 5th grade targets, KIPP compares entering 5th grade data to historical 5th grade NWEA MAP data. This review provides a check to see if the 5th grade targets are reasonable and sufficiently ambitious. These goals are reviewed on an annual basis for a formal review after receiving TNReady and TVAAS data. Using this information, the Principal and Head of Schools make any adjustments to both the goals and the tactics set to achieve these goals. This review typically involves looking at individual student data to set individual goals for what growth students should make next year.

Interim assessments, created internally by the regional Academics Team to mirror the rigor of TNReady, will be the academic benchmarks given quarterly to measure progress toward these goals. For all assessments, KIPP Nashville sets two targets: 60% of students should score a 60% or above on each assessment, and 90% should score a 40% or above on each assessment. The 60% benchmark correlates to an on-track performance on TNReady, and the 40% benchmark correlates to an approaching score. These correlations are reviewed yearly, and revisions to assessments made as needed.

### **Instructional Design**

Since 2005, KIPP Nashville has refined its middle school program, including curriculum, instructional methods, schedules, and interventions. These refinements have led to strong academic outcomes when students exit 8th grade. This new school will use the same curriculum, methods, and interventions as KIPP Nashville’s existing middle schools.

KSNCP-MS will open with three homerooms of 33 students for a total of 99 students. Students will move as a homeroom throughout the school day. The schedule has 50 minutes of intervention built into the schedule daily. Intervention groups range from four to 12 students. The intervention block in the schedule will allow for flexible grouping to ensure students and interventions are matched effectively. The following descriptions provide an overview for the core subjects, including time, curriculum, and lesson structure.

### **Math**

KIPP Nashville’s math is grounded in Tennessee’s state math standards. Three years ago, KIPP Nashville adopted Achievement First’s math curriculum. Achievement First operates a network of charter schools in New York, Connecticut, and Rhode Island. KIPP Nashville’s Director of STEM has modified this curriculum to ensure full alignment to Tennessee State Standards. The effective implementation of this curriculum has led to achievement gap closing outcomes at KIPP Nashville’s two fully grown middle schools. KSNCP-MS will also offer Algebra 1 in 8th grade, with the goal of at least 25% of students enrolling and taking the Algebra 1 EOC by the end of 8th grade.

KIPP Nashville’s middle school math program has two key pedagogical features. First, it is a problem centered instructional approach. Every lesson begins with a problem to which all students have access but will reveal a key conceptual takeaway. Second, every lesson includes significant practice with feedback to ensure students are stamping the key takeaways in their long-term memory through practice and targeted feedback. The core math block is 70 minutes. A typical lesson follows this format:

Component	Description	Time
Do Now	<ul style="list-style-type: none"> <li>Teacher uses data from previous lessons to determine review problems, or;</li> </ul>	5 min.

	<ul style="list-style-type: none"> <li>Teacher selects problems that align to prerequisites necessary for accessing today's lesson.</li> </ul>	
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Students complete a fluency drill such as multiplication facts or fraction to percent conversions. The purpose is to give students practice on underlying skills that they will need to be successful with more complex math.</li> </ul>	5-10 min.
<b>Problem Solving Task and Discourse</b>	<ul style="list-style-type: none"> <li>Students complete a problem task aligned to the day's objective.</li> <li>Teacher facilitates a discussion of the task to pull out key points and students apply to a new problem.</li> </ul>	15 min.
<b>Problem Set</b>	<ul style="list-style-type: none"> <li>Students work on additional problems aligned to the content of the problem solving task. Teacher circulates providing targeted feedback to students.</li> </ul>	35 min.
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>1-2 question assessment</li> <li>Assessment of daily objective</li> </ul>	5 min.

### **English Language Arts**

Students receive 100 minutes of English Language Arts (ELA) instruction daily in an integrated block that teaches the Tennessee State Standards in reading, writing, and language. Generally, each unit is organized around a core fiction text with supplemental non-fiction texts to build background knowledge. This structure ensures the instruction of all literary and informational text reading standards. The following chart lists the texts students will read by grade level.

<b>Grade</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>5th Grade</b>	<i>Wonder</i>	<i>Look Both Ways</i>	<i>Esperanza Rising</i>	<i>Roll of Thunder Hear my Cry</i>	<i>A Single Shard</i>
<b>6th Grade</b>	<i>The Outsiders</i>	<i>The Crossover</i>	<i>Claudette Colvin: Twice Toward Justice</i>	<i>Before We Were Free</i>	<i>Pet</i>
<b>7th Grade</b>	<i>A Raisin in the Sun</i>	<i>All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team</i>	Poetry: Indigenous Authors	<i>Night</i>	<i>Clap When You Land</i>
<b>8th Grade</b>	<i>Animal Farm</i>	<i>Shadowshapers</i>	<i>Their Eyes Were Watching God</i>	Short Stories: Middle Eastern Authors	<i>The Autobiography of Malcolm X</i>

These text lists are reviewed annually and subject to change. KIPP Nashville uses Achievement First's Navigator ELA curriculum with the regional Academic Team owning revisions to ensure alignment to Tennessee State Standards.

KIPP Nashville schools serve a rich and diverse student population that closely reflects the demographics of the district, with large African American, Latino and White immigrant populations. This text scope and sequence will provide students with an opportunity to look in the mirror: to read stories that speak to them, and about them. It also ensures that students have opportunities to look out the window: to read stories about diverse experiences and people who live in and come from times very different from their own. The Navigator designers created a scope and sequence in which:

- Each course provides students an opportunity to engage with a shared text written by, minimally, one African American and one Latinx author. Across the 5-8 continuum, there is a diversity of

perspective across these units as well with an effort to both increase representation, but also to provide space to avoid falling into the danger of a single narrative.

- Over the course of the 5-8 continuum, students will also engage with at least one unit devoted to:
  - Indeignous voices
  - LGBTQ voices
  - API voices
  - Middle Eastern voices
- Care was taken to ensure that both within individual novel study units and across the scope and sequence as a whole, we lifted up not only the real stories of oppression that BIPOC communities have experienced, but also stories of thriving art and love.

Additionally, KIPP Nashville provides each grade-level ELA teacher with an independent library budget so teachers have an additional opportunity to ensure their students are represented within classroom texts.

Writing units cover all three types of writing: narrative, explanatory, and argumentative. Each writing unit is connected to the reading units so that students are writing from the texts they have read in the reading portion of the class. Students complete their writing assignments on Google Classroom, allowing students to improve typing skills and complete the revision process electronically. Google Classroom also allows teachers to provide feedback via comments. Students learn how to respond to teacher comments in order to improve the quality of their writing. Finally, each grade follows a grammar scope and sequence of grade level standards and spiraled standards. Grammar lessons follow a direct instruction format, in which a school is explicitly taught, practiced out of context, and then practiced in the context of student writing.

A typical 100 minute block follows the following format:

Component	Description	Time
<b>Do Now</b>	Students take a short assessment related to the previous night's homework assignment to assess basic comprehension of the text	5 min.
<b>Frame the Reading Focus</b>	Students break down the text prompt they will address on their exit ticket so that they know the focus of reading for the day.	5 min.
<b>Close Reading</b>	Students engage in a close reading of a text and a discussion of this close read. Teacher incorporates think alouds and text dependent questions to push students deeper into the text. There is a focus on annotation related to the reading focus.	35 min.
<b>Exit Ticket</b>	Students complete the written response part of the text.	10 min.
<b>Grammar</b>	Students receive explicit grammar instruction or complete a cumulative review practice of previous taught skills. Students are explicitly taught to apply this knowledge to their own writing.	5-10 min.
<b>Writing Mini-Lesson</b>	Teacher models the focus skill of the day.	5-10 min.
<b>Independent Writing and Conferring</b>	Students independently write on a process based writing piece incorporating the skill from the daily lesson. Teacher circulates and confers with students regarding their writing.	20-25 min.
<b>Closing</b>	Teacher closes the lesson by highlighting student work that effectively incorporated the objective of the day.	5-10 min.

The KIPP Nashville ELA program also places an emphasis on a volume of reading. The goal is that all students will read at least 500,000 words a year with 25% of students achieving the million word mark. Schools monitor independent reading progress towards these goals through Accelerated Reader. Schools maintain robust classroom libraries so that students are reading high interest literature.

### **Science**

In 2018-19, KIPP Nashville piloted the Amplify Science curriculum and fully adopted the curriculum in 2019-20. KIPP Nashville's Director of STEM ensures full alignment between this curriculum and Tennessee's state science standards. The Amplify Science curriculum is a phenomena based, literacy-rich curriculum. Students investigate a phenomenon to determine the underlying scientific principles and ideas that produce it. The curriculum requires a one-to-one student to Chromebook ratio, as it leverages online simulations and investigations, so students are gaining valuable technology skills through this thoughtful integration.

Students receive 50 minutes of science instruction. A typical lesson follows the following format:

<b>Component</b>	<b>Description</b>	<b>Time</b>
<b>Do Now</b>	Teacher uses data from previous lessons to determine review questions to start class	5 min.
<b>Phenomena Investigation</b>	Students engage in a reading, simulation, or hands-on activity to investigate the phenomena they are studying.	30 min.
<b>Discussion</b>	During the discussion, students consolidate the key takeaways from the investigation and connect it to previous investigations	10 min.
<b>Exit ticket</b>	1-2 question assessment, or assessment of daily objective	5 min.

### **Social Studies**

In 2019-20, KIPP Nashville adopted a new curriculum to reflect the changes in Tennessee State Standards. The KIPP Nashville Academics created this curriculum in collaboration with teachers, and highlights opportunities for teachers to make connections to students' cultures. It relies on a variety of resources including Achievement First's history curriculum and Tennessee History for Kids resources for 5th grade: <http://www.tnhistoryforkids.org>

A typical social studies lesson is 50 minutes and follows the following format:

<b>Component</b>	<b>Description</b>	<b>Time</b>
<b>Do Now</b>	Teacher uses data from previous lessons to determine review questions to start class. There is a focus on geography and chronology during this block.	5 min.
<b>Introduction to New Material</b>	Teacher provides context for the document work of the day.	5-15 min.
<b>Primary and Secondary Source Analysis and Discussion</b>	Students analyze a primary or secondary source document in order to answer a historical question	25-35 min.
<b>Exit Ticket</b>	1-2 question assessment, or assessment of daily objective	5 min.

## **Response to Intervention**

KIPP Nashville allocates a 50 minute block in the daily schedule for Tier 1, 2, 3 and Exceptional Education interventions. KIPP Nashville has selected intervention programs and approaches to match student needs. ELA interventions are prioritized over math interventions as needed. The 50 minute block allows for students to receive up to the recommended 45 minutes daily for Tier 3 interventions, and the 30 minutes daily for Tier 2 of the content area where additional targeted instruction is needed.

KIPP Nashville uses MAP data as a school-wide universal screener in ELA and Math. From there, students are given Pearson's AIMSweb benchmarks to drill down to the specific areas in which they have skill gaps. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction and administered progress monitoring probes from AIMSweb based on that specific skill.

## **English Language Arts Intervention Programs**

KIPP Nashville uses a variety of programs to support students needing ELA interventions, including:

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics that are leading to fluency issues, KIPP Nashville leverages Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12. KIPP also recently adapted *Rewards*, a program that focuses on decoding multisyllabic words.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, students move to Fountas and Pinnell's Leveled Literacy Intervention.
- **Comprehension:** For many students, having background knowledge is the core gap to comprehending grade-level texts. To support students with developing background knowledge and vocabulary, students read a set of leveled texts that start two to three levels below grade level and work up to grade level Lexiles. These texts provide the background knowledge and vocabulary to support students in accessing Tier 1 content. This approach is based on the work of Student Achievement Partners and their Text Set Project.
- **CommonLit and Accelerated Reader:** Students who are not in a tier 2 or 3 intervention group are either independently reading and assessing their understanding through Accelerated Reader or reading a text set on CommonLit. Both of these programs push students to read challenging or above grade level text.

## **Math**

KIPP Nashville interventionists use MAP and AIMSweb data to determine the appropriate math skills to target for intervention. The interventionists work closely with the grade level math teacher to determine how these skills align with foundational prerequisites that would give students access to grade level content for students. The instructional approach in intervention is direct instruction. Students receive explicit modeling and independent practice with frequent feedback during the intervention block.

## **Teacher Training**

All teachers teaching a Tier 2 or 3 intervention group receive training in the various intervention programs and approaches employed in both ELA and math. KIPP Nashville regionally trains anyone delivering Wilson Just Words and Pinnell's Leveled Literacy Intervention (LLI). Schools provide training on additional programs and math interventions.

## **Progress Monitoring**

The school will collect progress monitoring data every 2 weeks on their specific targeted skill gap using the AIMSweb platform. This process allows the RTI<sup>2</sup> team to track student performance and make data-based decisions when the RTI<sup>2</sup> team meets every 4.5 weeks. Here the team discusses, but is not limited to, how students are progressing in the intervention, if the student needs to continue in the

intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation.

Students take the AIMSweb benchmark and MAP assessment two more times during the school year, in December/January and May. KIPP Nashville uses these assessments to determine the overall impact of intervention programming on student learning.

### ***Fidelity Monitoring***

At KIPP Nashville, every teacher has a manager-coach. This manager-coach ensures that teachers are implementing all tiers of instruction with fidelity. To ensure faithful implementation of the Tier 1 curriculum, Assistant Principals observe and give in person feedback to teachers they coach at least three times per month. They also lead and/or attend content team meetings, during which teams study lessons and review data to adjust lesson plans. These observation-feedback structures and content team meetings ensure faithful implementation and effective differentiation of the core Tier 1 program. The Dean of Student Support Services is responsible for monitoring the quality of Tier 2 and 3 interventions. The Dean observes intervention blocks every other week and has one on one check-ins with interventionists and special educators once per week. During these check-ins the Dean and teacher review upcoming lessons and student data in order to make adjustments to Tier 2 and 3 interventions. The Dean of Student Support Services is responsible for documenting fidelity monitoring.

### **ESL Delivery Model**

Given the demographics of Southeast Nashville, KSNCP-MS is expecting that 20-40% of its population will be English Learners. This new middle school will run a similar service model as our current KIPP Antioch Middle School (KACPM). During the 2019-20 school year, KACPM served 132 fifth graders in its first year of operation, of which 15% were active English Learners and an additional 15% were in transitional year 1 or 2. Of the active EL cohort at KIPP Antioch Middle School, 95% scored in the bottom quintile and 5% in the fourth quintile on the reading portion of the NWEA MAP assessment in August 2020. By January, the cohort had already demonstrated significant growth. The percent in the bottom quintile dropped to 60%, 25% of students were in the fourth quintile, 10% in the third quintile, 5% in the second quintile, and 0% in the top quintile. KACPM also saw the performance gap decrease between students who received and did not receive EL services on internal ELA assessments, moving from a gap of 23.2% in October to 17.9% in December to 14.8% in March. While KACPM was unable to collect final WIDA data to assess student progress and determine what percent of students met exit criteria, these initial data are encouraging and suggest that the program design is effective and should be replicated at KSNCP-MS.

All active students receiving EL services at KSNCP-MS will receive 60 minutes of English instruction. This instruction is provided through a push-in co-teaching and a pull-out model. During the 100 minute ELA block, an English as a Second Language (ESL)certified interventionist pushes into 30 minutes of the block to pull small groups or co-teach with the general education teacher. An ESL interventionist would expect to push into 3 ELA blocks per day. The interventionist and general education teacher collaborate to determine how the interventionist will engage with students. The interventionist will attend content meetings with the general education teachers to plan for how he/she will support ELs and to generate ideas for the general education teacher to make the lesson more inclusive for ELs. The interventionist aligns their support to the goals in the student's Individual Learning Plan (ILP), focusing on the listening, speaking, writing and reading skills the student needs to develop.

In addition to this push-in support, a certified ESL-interventionist provides pull out services during the scheduled 50 minute intervention block. This schedule ensures students do not miss core instructional time. The interventionist targets the language acquisition skills students are working on in their ILPs. KIPP Nashville does use various intervention programs to support language acquisition during this time. In addition to Wilson Just Words, Rewards, and LLI, KIPP Nashville has recently begun piloting Lexia English to support ELL students with significantly limited English proficiency. KIPP has also started piloting Finish Line for ELLs 2.0. This program provides targeted progress monitoring of domain specific language acquisition (reading, writing, speaking, and listening).

All English Learners are also screened through the universal screener to determine if they would qualify for Tier 2 or 3 interventions. According to state guidance, if “an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access academic interventions, the student should continue to receive ESL services.”<sup>4</sup> If the student does have sufficient English Language skills the student will receive academic interventions in addition to ESL services. An EL certified teacher will be part of the team making decisions about whether an English Learner should receive both ESL services and academic skill based interventions. In order to accommodate both of these services in the schedule, the team may adjust the ratio of push-in and pull-out supports.

All KSNCP-MS teachers will receive training during summer PD on how ESL services are delivered and the WIDA standards and Can Do Descriptors. Additionally, they will receive training in strategies to teach their content in an inclusive way of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas

The Dean of Student Support Services, who manages all of the EL instructors, provides this training for all teachers. Throughout the school year, this Dean, alongside the Principal and Assistant Principal conduct monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them.

KSNCP-MS will also have a population of transitioning students receiving EL services. This group will be monitored closely to ensure they are making sufficient academic progress. They will be screened using the universal screener at the beginning of the year, and the RTI<sup>2</sup> team will determine the appropriate intervention placement. If a student does not make adequate progress, an ESL-certified teacher will be included to determine if the student's gaps are due to language or content knowledge gaps. The team will adapt interventions accordingly to support the student in closing academic gaps. If the student still does not make sufficient progress, the team can reassign the student to receive ESL interventions again with English proficiency must be the main reason for the academic gaps.

## **Students with Disabilities**

KIPP Nashville strives to create inclusive school environments. The following are the core principles of an inclusive environment that KIPP Nashville uses to guide programming for students with disabilities:

- All leaders and teachers are responsible for the growth of all students
- Students with disabilities are given the opportunity to achieve optimal academic success on grade level content
- Student differences are respected and valued by all
- Students with disabilities are given meaningful opportunities to receive their primary instruction in an inclusive setting

KSNCP-MS primarily provides special education services through a combination of push-in co-teaching as well as small group and individual instruction. When pushing in to provide services through a co-teaching model, the special educator meets with the general education teacher to plan lessons and their approach to co-teaching. KSNCP-MS has special educators who specialize in providing either math or literacy instruction aligned to student Individual Education Plan (IEP) goals. This specialization allows

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<sup>4</sup> *English as a Second Language Manual*, TN Department of Education, November 9, 2018, [https://www.tn.gov/content/dam/tn/education/cpm/ESL\\_Manual.pdf](https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf), p.16

the teacher to combine her content knowledge with her knowledge of supporting students with disabilities to more effectively provide differentiated support.

KSNCP-MS has flexibility within its exceptional education staffing model to adjust its service offerings for students with disabilities. Each year, the team reviews the incoming IEP data in order to make staffing determinations and schedules. The team will continue to make data based decisions regarding student placement along the continuum of services for students with disabilities.

The Dean of Student Support Services is responsible for ensuring that all IEPs are implemented with fidelity. These responsibilities include:

- Ensuring all IEPs are updated yearly and follow proper procedures
- Creating schedules for student service hours
- Coordinating with the Project Play Psychologists for initial and re-evaluations
- Creating schedules for Project Play related service providers
- Holding Project Play Therapy accountable for providing related service hours
- Review lessons plans and observing special education teachers to ensure that lessons are aligned to IEP goals
- Creating para-professional schedules
- Tracking and monitoring student achievement growth data to ensure students are in the least restrictive environment
- Ensuring that IEP accommodations and modifications are being implemented in all classes
- Leading professional development for all staff on the Universal Design for Learning (UDL)

The Dean of Student Support Services will lead professional development to all teachers on UDL during the summer professional development period. General education teachers are expected to develop differentiated plans using UDL principles. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

For students on the Alternate Academic Diploma (AAD) track, special education teachers will modify grade level content to ensure that students are taught according to AAD Middle School course requirements for Math, ELA, Science, and Social Studies as outlined and aligned to the Tennessee Academic Standards. Students will be scheduled, as needed, to receive direct instruction in these foundational skills to meet the required expectations for students working towards the AAD. Additionally, special education teachers have access to the following evidence-based resources to provide extended, standards-aligned learning opportunities across content areas for students on the AAD track: n2y-Unique Learning System, The Styer-Fitzgerald Program for Functional Academics and Attainment Company content area materials for students with disabilities.

## 1.8 School Calendar and Schedule

### In this section:

- (a) Provide the annual academic calendar for the proposed school as Attachment A.
- (b) Attach the proposed school's detailed daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.
- (c) Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.
- (d) Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when will they begin, how often will they occur, and how will they be funded.
- (e) If Saturday School, summer school, or after school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Address the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?

### Characteristics of a strong response:

- The school calendar (Attachment A) and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.
- The applicant explains how the calendar and schedule will be optimal for student learning under its academic plan.
- Tiered interventions, tutoring, enrichment and extracurricular activities are built into the school schedule. Any proposal for Saturday School, summer school, or after school programming is reasonable.

The KIPP Nashville academic calendar for the 2021-2022 school year is included as an example in Attachment A.

KIPP Nashville's annual academic calendar is created in line with the guidelines outlined by Metro Nashville Public Schools and the State of Tennessee. On average, KIPP Nashville schools have 180 instructional days allotted in the calendar each year. Learning time is sacred to KIPP Nashville, and thus, the schedule and yearly calendars ensure more additional learning time than a traditional public school. In addition, teacher professional development days are scheduled for strategic times throughout the school year to ensure teaching staff is able to ensure academic success for each student and develop professionally.

The school day begins at 7:45am and ends at 3:30pm. Students begin the day with 25 minutes of homeroom. During this block, the homeroom checks homework for completion and checks attendance. The day also ends with a 15-minute homeroom to ensure students have written down their homework and have all of the necessary materials for the following day.

Daily, students receive 100 minutes of ELA instruction, 70 minutes of math instruction, 50 minutes of science, 50 minutes of social studies, and 30 minutes of music or physical education. There is a 50-minute block devoted to tiered interventions. Students have 45 minutes for lunch and recess. Please see the sample schedule in Attachment A. Students will be involved in fine arts activities incorporated into their general education classes.

Friday schedules differ slightly. Social studies or science is written out of the schedule for school-wide or grade-level team time. This team time supports a positive student culture in the school. It is a time when

students and homerooms are celebrated for achievements and growth. During these days, social studies or science teachers support RTI progress monitoring.

Math, science, and social studies teachers teach three homerooms of students. All teachers provide intervention support during the tiered intervention time. A teacher has approximately 300 minutes of teaching time a day given their core block and intervention support. Teachers have a minimum of 70 minutes of planning a day. After students are dismissed at 3:30pm, teachers attend content team meetings or professional development sessions 2-3 days a week after school each week. These meetings and sessions focus on implementing the curriculum and school culture systems.

See below for a sample daily schedule:

5th Grade			
Homeroom A	Homeroom B	Homeroom C	Homeroom D
Homeroom (25) 7:45-8:10 am	Homeroom (25) 7:45-8:10 am	Homeroom (25) 7:45-8:10 am	Homeroom (25) 7:45-8:10 am
Math (70) 8:10-9:20 am	ELA (100) 8:10-9:55 am	ELA (100) 8:10-9:55 am	History (50) 8:10-9:00 am
Music (30) 9:25-9:55 am			Science (50) 9:05-9:55 am
History (50) 10:00-10:50 am	Intervention (50) 10:00-10:50 am	Intervention (50) 10:00-10:50 am	Music (30) 10:00-10:30 am
Intervention (50) 10:55-11:45 am	History (50) 10:55-11:45 am	Science (50) 10:55-11:45 am	Math (70) 10:35-11:45 am
Lunch (25) 11:50 am-12:15 pm			
Recess (15) 12:15-12:30 pm			
ELA (100) 12:35-2:20 pm	Music (30) 12:35-1:05 pm	Math (70) 12:35-1:50 pm	ELA (100) 12:35-2:20 pm
	Science (50) 1:10-2:00 pm	Music (30) 1:55-2:25 pm	
Science (50) 2:25-3:15 pm	Math (70) 2:05-3:15 pm	History (50) 2:28-3:18 pm	Intervention (50) 2:25-3:15 pm
Homeroom (10) 3:20-3:30 pm	Homeroom (10) 3:20-3:30 pm	Homeroom (10) 3:20-3:30 pm	Homeroom (10) 3:20-3:30 pm
Dismissal (15) 3:30-3:45 pm			

The school will offer the electives of music and physical education for all middle school students. In addition to these electives, students will be able to participate in extracurricular activities outside of school hours. These extracurriculars could include but are not limited to the following:

- Performance Choir
- Debate Team
- Cheer Team
- Cross Country and Track

- Basketball
- Soccer

The school staffs extracurricular clubs through teachers on staff. The budget allocates coaching stipends for teachers leading these clubs as well as a budget for each club.

KSNCP-MS is not planning to offer Saturday school, summer school, or after school programming.

## 1.9 Special Populations

In this section:

- (a) Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?
- (b) Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?
- (c) Describe the following related to students with disabilities:
  - Methods for identifying students with disabilities and avoiding misidentification or over-identification;
  - Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;
  - Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and
  - Plans for promoting graduation for students with disabilities (high school only).
- (d) Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:
  - Methods for identifying EL students and avoiding misidentification;
  - Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;
  - Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
  - Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- (e) Describe the following related to at-risk students:
  - Methods for identifying at-risk students through academic and behavioral processes; and
  - How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.
- (f) Describe the following related to gifted students:
  - Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and
  - Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Characteristics of a strong response:

- The leadership team has strong experience working with special populations.
- The applicant describes a realistic plan for hiring qualified personnel and adapting the school schedule to address the needs of special populations.
- There is a clear process for identifying students with disabilities, English Learners, at-risk students, and gifted students.
- The applicant outlines a viable plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic success.
- The applicant has well-defined plans for monitoring and evaluating progress and exiting students.

## **Support for Special Populations**

KSNCP-MS will open with three homerooms of 33 students for a total of 99 students. Based on the target attendance zones identified for KSNCP-MS, it is anticipated that the majority of students will be considered at-risk, with approximately 12% qualifying for special education services and another approximately 30% qualifying for EL services. In preparation to support the anticipated percentages of students with disabilities and ELLs, approximately 12 and 30 students, respectively, the school will open with at least one certified special education teacher and at least two certified EL specialists. Teacher and school schedules will allow for flexibility to ensure that students are afforded the full continuum of special education and EL service delivery in accordance with state and federal guidelines

Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the achievement gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention. An extended instructional day, effective interventions, small class size; engaging instructional strategies with demonstrated success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual students will all support the academic success of our special populations.

## **Parental Notification and Rights**

All information pertaining to their child(ren) will be communicated to parents/guardians in the language that the parent can understand. KSNCP-MS will provide both written and oral communication to the parent concerning their child(ren). By law, parents/guardians of ELs have the right to refuse placement of their child(ren) in ESL programs. KIPP Nashville will use Tennessee Language Institute and Tadros Translation Services to translate and interpret for the following:

1. Enrollment meetings/paperwork
2. Handbooks
3. Open houses
4. IEP/504/ILP/RTI-team meetings/documents
5. Parent-teacher conferences
6. Report cards/progress reports

## **Special Education Services**

KSNCP-MS will use an inclusion model for special education to provide students appropriate educational services in the least restrictive environment. This means that most students with disabilities will receive services within the context of the general education classroom with targeted assistance by the special education teacher. KSNCP-MS's goal is for students to remain in the general education setting for all instruction. The inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Stigma of receiving special education services is removed, and;
- Student involvement with non-disabled peers is maximized.

Additionally, KSNCP-MS provides related services through a continuum of supports, including 1:1, small group in the special education setting, inclusion in the general education classroom, and consultation where appropriate.

KSNCP-MS will provide highly qualified and certified special education teachers, commensurate with the size and needs of the special education population. These teachers will provide not only special education services (e.g., remedial mathematics/reading services), but will also be qualified to teach gifted students as needed. The special education teacher works with the regular education teacher through collaborative planning, co-teaching, and consults wherein the special education teacher provides support to students with disabilities within the class. The grade-level special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations,

identify and explain students' learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, general education teachers will have common planning periods with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff. In addition to their work in inclusion, the special education teacher will plan and execute small group instruction to target specific skill gaps of students with disabilities. Student-specific data will be analyzed to place students in groups and for instructional planning. The special education teacher will get coaching and feedback from the Dean of Student Support Services at each school.

Each grade-level special education teacher will work together under the direction of a school-level Dean of Student Support Services, who will provide oversight over all special populations programming: special education, EL and interventions (RTI). This special education teacher will be responsible for consistently monitoring the satisfactory progress of students with disabilities. Additionally, the special education teacher will collaborate with the school's counselor/social worker, as well as, other support personnel—psychologist, speech pathologist, occupational therapist, physical therapist, hearing/vision support personnel, and board certified behavior analyst—retained, as needed, through Project Play Therapy, to meet the individual needs of the students served by the special populations department.

The IEP team will review all data—the material on the referral form, the written report of the assessment team and information from the referring team—to determine eligibility for special services. The IEP will contain the student's present level of academic performance, annual goals of the program, short-term objectives (*if applicable*), identification of special services that are needed, timeframe it will take to meet goals, service delivery grid and evaluation procedure. KIPP Nashville's regional Director of Student Support Services will conduct quarterly evaluations of special education programming for compliance and quality control. This Director will also connect with MNPS's Exceptional Education Coach to resolve any placement issues, evaluation questions, and/or compliance concerns. The following data reports evidencing required evaluations and service timelines, equity for all students, behavioral suspensions, academic grades, and end-of-course assessments, will be made available upon request.

Because the school model relies on data to drive instruction and intervention, and because that data is communicated with parents as it is collected (including periodic progress reports, report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. The progress reports given to parents at the end of each quarter will be monitored by special education staff and include feedback on the child's progress from the appropriate special education/related services professional. The special education teacher will also be available to parents to address academic concerns and social adaptation issues, as well as, to provide clarity with respect to IEPs and guidance in IEP meetings.

KIPP Nashville is including its Special Education Handbook as Attachment V. This document outlines policies and practices for referrals, child find, S-team, case management, manifestation determination reviews, paraprofessional requests, and extended school year procedures.

### **Identifying Students with Disabilities**

KSNCP-MS will follow the protocols in place in MNPS to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing, progress monitoring student performance and reviewing students' response to intervention (RTI) data. KSNCP-MS will follow the Child Find process, including forming a Support Team (S-Team), in order to match resources to student needs. KSNCP-MS will maintain an average of at least one special education teacher per every 20 students, often with one special education teacher assigned to each grade level. This enables SPED teachers to work within grade level teams to provide seamless, aligned support to both grade level team members and students.

The following steps are followed in the support of students who require intervention and do not currently have an IEP:

1. **Universal Screener:** KIPP Nashville uses MAP data as a school-wide universal screener in ELA and Math. From there, students are given Pearson’s AIMSweb benchmarks to drill down to the specific areas in which they have skill gaps. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction and administered progress monitoring probes from AIMSweb based on that specific skill.
2. **Data-Driven Intervention:** Students whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention support. These students will continue to receive intervention services, but instructional support may be in the form of smaller instructional groups in the general education classroom, intensive support from the intervention teacher during the daily intervention period, and/or a change in intervention programs. Parents of these students are notified of their student’s academic difficulties via a Notice of Concern and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. Relevant data—such as internal and external assessment results, vision and hearing screenings, and attendance data—are also reviewed.
3. **Evaluation:** Those students who need more educational support as identified through progress monitoring, or who make insufficient academic progress after the above steps have been implemented, may be referred to the Project Play Therapy contracted school psychologist for further evaluation. If the completed diagnostic shows that the student is eligible for special education services or ADA support services, an IEP or a 504 Services Plan may be developed.

This data-driven approach to identifying students with disabilities prevents an over-identification of students with disabilities. The State of Tennessee adopted this approach in 2014 and has seen a decrease in over-represented populations.<sup>5</sup>

The school counselor at each KIPP Nashville school is responsible for managing 504s and Homebound Services. KIPP Nashville has a lead school counselor, who is responsible for training school counselors on 504/Homebound policies and procedures and providing oversight to ensure KIPP Nashville’s compliance with 504 implementation and Homebound service delivery.

### **Transition Planning for Students With Disabilities**

KIPP Nashville has a robust transition planning approach as required by TN Law. This detailed approach is outlined in our Transition Planning Manual. The document is added as Attachment W.

### **English Language Learners**

The Tennessee State Board of Education has an English as a Second language (ESL) program policy (3.207) that KSNCP-MS will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Learners (ELs). Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student’s registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the WIDA Screener. If a student is found to be an active EL in another district, KIPP Nashville does not re-assess them. The previous district provides documentation and assessment data. KSNCP-MS will then create an Individual Learning Plan using the Ellevation platform. These ILPs will be created by a team, including but not limited to:

- ESL-certified teacher
- General education teacher(s)

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<sup>5</sup> Aldrich, Marcia. “Tennessee’s special education population is changing under its new academic intervention program.” Chalkbeat, 02 February 2018.  
<https://chalkbeat.org/posts/tn/2018/02/05/fewer-tennessee-minorities-or-males-labeled-with-learning-disabilities-under-new-intervention-program-says-report/>

- Caregivers
- Student
- SpEd or Counseling service providers, if applicable
- Administrator

KIPP Nashville will include the following in their ILPs - as is also reflected in the Ellevation platform:

1. General demographic information about the student (name, age, grade, school year);
2. WIDA assessment placement proficiency level;
3. WIDA ACCESS proficiency level (Listening, Speaking, Reading, Writing, and Composite);
4. State and local assessment information;
5. Strategies and accommodations for the student to be implemented in all classes;
6. Strategies and accommodations for state assessments;
7. Description and schedule of ESL services provided to student;
8. Goals for the student; and
9. Caregiver, teacher, and student input (if the student is at a level to provide meaningful information).

If KSNCP-MS does not receive that documentation, KIPP Nashville refers the family to MNPS Office of English Learners to complete the WIDA Screener Assessment.

KIPP Nashville will adhere to state policy and staff an average of one ESL-certified learning specialist for every 35 students receiving EL services (active, waived, T1, and T2). EL support at KSNCP-MS relies on collaboration between the ELL-certified learning specialist and the content teachers. ESL-certified teachers and all general education teachers get training on the WIDA Standards, Can Do Descriptors, implementing ILPs in the classroom, and best instructional practices for students receiving EL services. Throughout the year additional PD is determined through administrative walkthroughs and analyzing multilingual student data to identify program trends. This PD could include school specific sessions to make instruction more accessible to English Learners across all subjects and content based sessions that target how to differentiate instruction in a particular content area. EL teachers collaborate with general education teachers to incorporate best practices for students receiving EL services in classrooms, such as:

- Picture vocabulary around the classroom
- Word walls
- Visual schedules
- Pictures to activate prior knowledge

ELA teachers will work closely with EL teachers to plan differentiated lessons for EL students with varying level of English proficiency. For co-teaching teams, the EL and ELA teacher will utilize co-planning time to develop a differentiated lesson. For example, the EL and ELA teacher may script Model Performance Indicators to set a criteria for success for the varying proficiency levels represented in their class. If the ELA teacher is planning solo, they will utilize students' ILPs to implement the selected accommodations for the active ELs in their class. For example, while monolingual students write a constructed response for their Exit Ticket, some ELs may utilize Google Read & Write to record and submit their Exit Ticket response verbally.

Students receiving EL services not only work towards mastering the same standards as native English-speaking students, but also work towards mastering their individual WIDA standards and their WIDA ACCESS goals as set through their ILP. EL teachers use ACCESS data from the previous year to set individual, specific goals on reading, writing, speaking and listening for and tailor EL services around those needs. ILPs are reviewed by the ILP team every 4.5 weeks to assess student progress toward language goals. Student progress is tracked and documented in Ellevation. EL instructors implement instruction through a variety of service models, including co-teaching, push-in, and pull-out models.

In addition to the weekly, unit, and quarterly exams, NWEA MAP, and quarterly literacy assessments given to each student annually to measure academic growth, students receiving EL services will take the

WIDA each spring until they can exit the assessment. ESL-certified teachers will use informal assessment/checkpoints related to WIDA ACCESS goals throughout the year. All of this information will be used to track progress on ILPS. Data on internal assessments will be disaggregated for students receiving EL services by the ESL-certified interventionist during data days to measure the longitudinal progress of students receiving EL Services against that of their native English-speaking peers. Additionally, transitional EL students are monitored quarterly to ensure they are academically on-track with their monolingual peers. If a transitional student is struggling academically, the ILP team will come together to determine what interventions are necessary to ensure the student has access to grade level content.

EL students may not be retained on the basis of limited English language proficiency. Prior to being considered for retention, the school will collect evidence of interventions, including but not limited to caregiver meetings, documented accommodations, and increased service minutes to rule out language proficiency as a contributing factor for poor academic performance.

The following content was included in Section 1.3: The Academic Plan. The information in these sections is relevant to how KIPP Nashville will serve special populations, so it is included again here.

### **Response to Intervention**

The entire KSNCP-MS model—including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all other strategies described herein—was identified for use at the school because it is anticipated that the majority of students who enroll will not initially be meeting grade level standards.

Further, KSNCP-MS will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The Dean of Student Support Services will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate Assistant Principal.

The RTI process begins with a universal screener. KIPP Nashville uses the NWEA MAP assessment. KIPP Nashville prioritizes intervention for the bottom quartile of students. For this bottom quartile, the team administers AIMSweb probes. These assessments include the Oral Reading Fluency Assessment and MAZE for reading comprehension. In math, KIPP Nashville uses the number probes from AIMSweb. This additional information allows the team to match students to appropriate academic interventions. The RTI-A team then monitors student performance to measure the efficacy of the interventions implemented. Interventionists administer AIMSweb progress monitoring probes every two weeks and comprehensive benchmarks are conducted every 8-12 weeks. The RTI-A team meets every 4.5 weeks to review progress. If a student is in Tier 3 interventions and is not making progress or making limited progress, he/she will be referred for evaluation in consultation with the RTI coordinator and school psychologist.

The team will use the data from ongoing screenings, such as the MAP assessment and interim assessments to place each student in appropriate interventions that will meet their learning needs, as well as, measure the intervention's impact on student outcomes. The Dean of Student Support Services and Assistant Principals will access assessment data in AIMSweb, when applicable, to track student data over time and ensure the RTI-A team's approach is providing appropriate support to students as needed.

KIPP Nashville follows a similar path for behavior (RTI-B). First, the school forms an RTI-B team, co-facilitated by the school's Dean/AP of Culture and the Dean of Student Support Services. The team, utilizing its developed RTI-B Framework, creates an individualized student support plan with specific, targeted, behavioral interventions. The team executes the intervention plan for 4-6 weeks in Tier 2 while collecting data on the targeted behaviors. If the behavior does not shift, the student is moved to Tier 3 behavior support. The student gets a new plan with increased supports and scaffolds. If a student does not meet the goals in the Tier 3 intervention plan, he/she is referred for a comprehensive, psychoeducational evaluation. KIPP Nashville has school based leaders trained in conducting Functional

Behavior Assessments (FBAs) and developing Behavior Intervention Plans (BIPs). KIPP Nashville also partners with the Diverse Learner's Cooperative to conduct FBAs and/or create BIPs in situations when a school team needs additional support with gathering data and/or crafting an appropriate plan.

KIPP Nashville allocates a 50 minute block in the daily schedule for Tier 1, 2, 3 and Exceptional Education interventions. KIPP Nashville has selected intervention programs and approaches to match student needs. ELA interventions are prioritized over math interventions as needed. The 50 minute block allows for students to receive up to the recommended 45 minutes daily for Tier 3 interventions, and the 30 minutes daily for Tier 2 of the content area where additional targeted instruction is needed.

KIPP Nashville uses MAP data as a school-wide universal screener in ELA and Math. From there, students are given Pearson's AIMSweb benchmarks to drill down to the specific areas in which they have skill gaps. Students are then placed in intervention groups based on their skill gap to target specific areas of instruction and administered progress monitoring probes from AIMSweb based on that specific skill.

### ***English Language Arts Intervention Programs***

KIPP Nashville uses a variety of programs to support students needing ELA interventions, including:

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics that are leading to fluency issues, KIPP Nashville leverages Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12. KIPP Nashville teachers also have access to *Rewards*, a program that focuses on decoding multisyllabic words and *LANGUAGE! Live*, a research-based, blended, structured literacy instruction program, providing both teacher-led and online word training to address foundational skill gaps students may have missed in earlier grades.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, students move to Fountas and Pinnell's Leveled Literacy Intervention.
- **Comprehension:** For many students, having background knowledge is the core gap to comprehending grade-level texts. To support students with developing background knowledge and vocabulary, students read a set of leveled texts that start two to three levels below grade level and work up to grade level Lexiles. These texts provide the background knowledge and vocabulary to support students in accessing Tier 1 content. This approach is based on the work of Student Achievement Partners and their Text Set Project.
- **NewsELA and Accelerated Reader:** Students who are not in a tier 2 or 3 intervention group are either independently reading and assessing their understanding through Accelerated Reader or reading a text set on NewELA. Both of these programs push students to read challenging on or above grade level text.

### ***Math***

KIPP Nashville interventionists use MAP and AIMSweb data to determine the appropriate math skills to target for intervention. The interventionists work closely with the grade level math teacher to determine how these skills align with foundational prerequisites that would give students access to grade level content for students. The instructional approach in intervention is direct instruction. Students receive explicit modeling and independent practice with frequent feedback during the intervention block.

### ***Teacher Training***

All teachers teaching a Tier 2 or 3 intervention group receive training in the various intervention programs and approaches employed in both ELA and math. KIPP Nashville regionally trains anyone delivering Wilson Just Words, *Rewards*, LLI, and/or *LANGUAGE! Live*. Schools provide training on additional programs and math interventions.

### **Progress Monitoring**

The school will collect progress monitoring data every 2 weeks on their specific, targeted skill gap using the AIMSweb platform. This process allows the RTI<sup>2</sup> team to track student performance and make data-based decisions when the RTI<sup>2</sup> team meets every 4.5 weeks. Here the team discusses, but is not limited to, how students are progressing in the intervention, if the student needs to continue in the intervention or needs different instruction, or if enough data points are collected the team might discuss a student moving up or down Tiers or a possible referral for evaluation.

Students take the AIMSweb benchmark and MAP assessment two more times during the school year, in December/January and May. KIPP Nashville uses these assessments to determine the overall impact of intervention programming on student learning.

### **Fidelity Monitoring**

At KIPP Nashville, every teacher has a manager-coach. This manager-coach ensures that teachers are implementing all tiers of instruction with fidelity. To ensure faithful implementation of the Tier 1 curriculum, Assistant Principals observe and give in person feedback to teachers they coach at least three times per month. They also lead and/or attend content team meetings, during which teams study lessons and review data to adjust lesson plans. These observation-feedback structures and content team meetings ensure faithful implementation and effective differentiation of the core Tier 1 program. The Dean of Student Support Services is responsible for monitoring the quality of Tier 2 and 3 interventions. The Dean observes intervention blocks every other week and has one on one check-ins with interventionists and special educators once per week. During these check-ins the Dean and interventionists/special education teachers review upcoming lessons and student data in order to make adjustments to Tier 2 and 3 interventions. The Dean of Student Support Services is responsible for documenting fidelity monitoring.

### **ESL Delivery Model**

Given the demographics of Southeast Nashville, KSNCP-MS is expecting that 20-40% of its population will be English Learners. This new middle school will run a similar service model as our current KIPP Antioch Middle School (KACPM). During the 2019-20 school year, KACPM served 132 fifth graders in its first year of operation, of which 15% were active English Learners and an additional 15% were in transitional year 1 or 2. Of the active EL cohort at KIPP Antioch Middle School, 95% scored in the bottom quintile and 5% in the fourth quintile on the reading portion of the NWEA MAP assessment this August. By January, the cohort had already demonstrated significant growth. The percent in the bottom quintile dropped to 60%, 25% of students were in the fourth quintile, 10% in the third quintile, 5% in the second quintile, and 0% in the top quintile. KACPM also saw the performance gap decrease between students who received and did not receive EL services on internal ELA assessments, moving from a gap of 23.2% in October to 17.9% in December to 14.8% in March. While KACPM was unable to collect final WIDA data to assess student progress and determine what percent of students met exit criteria, these initial data are encouraging and suggest that the program design is effective and should be replicated at KSNCP-MS .

All active students receiving EL services at KSNCP-MS will receive 60 minutes of English instruction. This instruction is provided through a push-in co-teaching and a pull-out model. During the 100 minute ELA block, an ESL-certified interventionist pushes into 30 minutes of the block to pull small groups or co-teach with the general education teacher. An ESL interventionist would expect to push into 3 ELA blocks per day. The interventionist and general education teacher collaborate to determine how the interventionist will engage with students. The interventionist will attend content meetings with the general education teachers to plan for how he/she will support ELs and to generate ideas for the general education teacher to make the lesson more inclusive for ELs. The interventionist aligns their support to the goals in the student's ILP, focusing on the listening, speaking, writing and reading skills the student needs to develop.

In addition to this push-in support, a certified ESL-interventionist provides pull out services during the scheduled 50 minute intervention block. This schedule ensures students do not miss core instructional time. The interventionist targets the language acquisition skills students are working on in their ILPs. KIPP Nashville does use various intervention programs to support language acquisition during this time. In addition to Wilson Just Words, Rewards, and LLI, KIPP Nashville has recently begun piloting Lexia

English to support ELL students with significantly limited English proficiency. KIPP has also started piloting Finish Line for ELLs 2.0. This program provides targeted progress monitoring of domain specific language acquisition (reading, writing, speaking, and listening).

All English Learners are also screened through the universal screener to determine if they would qualify for Tier 2 or 3 interventions. According to state guidance, if “an EL falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English language to access academic interventions, the student should continue to receive ESL services.”<sup>6</sup> If the student does have sufficient English Language skills the student will receive academic interventions in addition to ESL services. An EL certified teacher will be part of the team making decisions about whether an English Learner should receive both ESL services and academic skill based interventions. In order to accommodate both of these services in the schedule, the team may adjust the ratio of push-in and pull-out supports.

All KSNCP-MS teachers will receive training during summer PD on how ESL services are delivered and the WIDA standards and Can Do Descriptors. Additionally, they will receive training in strategies to teach their content in an inclusive way of all students. Some of the strategies that are covered include:

- Using multimodal techniques: objects, pictures, labeled diagrams, modeling what kids need to do, using gestures, body language, and movement.
- Building or activating background knowledge about a topic
- Creating opportunities for student discussion and collaboration with language scaffolds like sentence starters and word banks
- Teaching content and academic vocabulary explicitly to provide access to new materials
- Using graphic organizers to break down complex tasks or organize key ideas

The Dean of Student Support Services, who manages all of the EL instructors, provides this training for all teachers. Throughout the school year, this Dean, alongside the Principal and Assistant Principal conduct monthly instructional walkthroughs. During these walkthroughs the administrative team collects evidence as to what extent these strategies are being employed across classrooms and then makes recommendations on how to improve deployment of these strategies across classrooms. Recommended actions could include teacher professional development, individual coaching, or modeling of these strategies for teachers who are not employing them.

KSNCP-MS will also have a population of transitioning students receiving EL services. This group will be monitored closely to ensure they are making sufficient academic progress. They will be screened using the universal screener at the beginning of the year, and the RTI<sup>2</sup> team will determine the appropriate intervention placement. If a student does not make adequate progress, an ESL-certified teacher will be included to determine if the student’s gaps are due to language or content knowledge gaps. The team will adapt interventions accordingly to support the student in closing academic gaps. If the student still does not make sufficient progress, the team can reassign the student to receive ESL interventions again with English proficiency must be the main reason for the academic gaps.

## **Students with Disabilities**

KIPP Nashville strives to create inclusive school environments. The following are the core principles of an inclusive environment that KIPP Nashville uses to guide programming for students with disabilities:

- All leaders and teachers are responsible for the growth of all students
- Students with disabilities are given the opportunity to achieve optimal academic success on grade level content
- Student differences are respected and valued by all
- All students with disabilities are given meaningful opportunities to receive their primary instruction in an inclusive setting

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<sup>6</sup> *English as a Second Language Manual*, TN Department of Education, November 9, 2018, [https://www.tn.gov/content/dam/tn/education/cpm/ESL\\_Manual.pdf](https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf), p.16

At KSNCP-MS students with disabilities will primarily receive services through a combination of push-in co-teaching as well as small group and individual instruction. When pushing in to provide services through a co-teaching model, the special educator meets with the general education teacher to plan lessons and their approach to co-teaching. KSNCP-MS has special educators who specialize in providing either math or literacy accommodated instruction aligned to student IEP goals. This specialization allows the teacher to combine their content knowledge with their knowledge of supporting students with disabilities to more effectively provide differentiated support.

### ***The Continuum of Services***

KSNCP-MS has flexibility within its exceptional education staffing model to adjust its service offerings for students with disabilities. Each year, the team reviews both projected and incoming IEP data in order to make staffing determinations and schedules for the upcoming school year. The team will continue to make data based decisions regarding student placement along the continuum of services for students with disabilities.

### ***Dean of Student Support Services Responsibilities***

The Dean of Student Support Services is responsible for ensuring that all IEPs are implemented with fidelity. These responsibilities include:

- Ensuring all IEPs are updated yearly and follow proper procedures
- Creating schedules for student service hours
- Coordinating with the Project Play Psychologists for initial and re-evaluations
- Creating schedules for Project Play related service providers
- Holding Project Play Therapy related service professionals accountable for providing related service hours
- Reviewing lessons plans and observing special education teachers to ensure that lessons are aligned to IEP goals
- Creating para-professional schedules
- Tracking and monitoring student achievement growth data to ensure students are in the least restrictive environment
- Ensuring that IEP accommodations and modifications are being implemented with fidelity in all classes
- Leading professional development for all staff on the Universal Design for Learning

The Dean of Student Support Services will lead professional development to all teachers on UDL during the summer professional development period. General education teachers are expected to develop differentiated plans using UDL principles. Throughout the school year, the Dean of Student Support Services will collaborate with the Assistant Principals to ensure effective implementation of UDL. In order to implement a UDL approach, all leaders and teachers must feel responsible for its effective implementation.

### ***Gifted Students***

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meeting proficiency standards. The growth plan for an accelerated learner, as outlined in their academically gifted IEP, will look much like that for a struggling learner: every gifted student will have ambitious goals aligned to detailed present levels of performance statements and will be expected to demonstrate significant growth, which will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KSNCP-MS will be behind grade-level and/or struggling with proficiency, the universal screener will allow the school to identify those students who could qualify for gifted services. An S-team meeting will be scheduled for students who are outperforming their peers and they will be given opportunities for advancement both within and outside the curriculum based on the data reviewed. Students who demonstrate advanced classroom performance, superior results on nationally-normed or criterion-referenced achievement tests, and exhibit evidence of higher level thinking as measured by assessments of abstract reasoning and logical thinking will become eligible to participate

in additional learning opportunities. Additional learning opportunities during enrichment block include, but are not limited to:

1. Cross curricular instruction/projects at instructional level
2. Guided reading/book club on instructional reading level
3. Specialized small group instruction of particular topic or subject of interest

## SECTION 2: OPERATIONS PLAN AND CAPACITY

### **2.3 Facilities**

#### **In this section:**

- (a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.
- (b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.
- (c) Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.
- (d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- (e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.
- (f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.
- (g) Broadly describe a contingency plan, should your facility fall through.
- (h) List any properties you may have already identified as suitable to meet the proposed school's facility needs.

#### **Characteristics of a strong response:**

- Facility plans provide sufficient space for the educational program and anticipated student population and reasonably align with the budget.
- The applicant demonstrates expertise in facilities acquisition and management, either internal or external.
- The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.
- The applicant has identified a realistic facility contingency plan.

#### **Facility Needs**

KSNCP-MS will launch with 5th grade and will scale by adding one additional grade per year. Each grade will have three homerooms. This creates a core classroom need of four classrooms per grade in order to facilitate a strong departmentalized middle school program. KIPP Nashville has generally utilized classrooms that are approximately 700-800 square feet and constructs spaces with built-in storage and, where appropriate, soundproofing and plumbing. The school will additionally require one gym and three classrooms to accommodate enrichment (e.g., art and music). The gym and/or cafeteria function as the core common areas for assembly, family events, games, and performances. Other features will include dedicated SPED, EL, and counseling spaces, student restrooms, staff restrooms, teacher workroom with copiers, main office, storage rooms, utility and janitorial closets, and conference rooms. KIPP Nashville will focus on maximizing natural light and branding that support KIPP Nashville's mission and will also prioritize outdoor spaces and play fields. The overall building square footage will be 45,000-50,000 square feet.

Similar to the construction design at the existing KIPP Antioch College Prep Elementary and Middle schools, KIPP Nashville will utilize the construction budget to create ADA-compliant sidewalks to encourage walkability. Additionally, the project team will work with the state and local governments to secure crosswalks and traffic lights as needed and design interconnectivity within local housing to maximize students' and parents' ability to walk to school each day.

### **Cost**

For Years 1 and 2, KIPP Nashville plans to incubate KSNCP-MS in the KIPP Antioch College Prep High School facility, which will open in July 2023. For Years 3 and beyond, the KNSST is currently working with a broker to evaluate potential spaces, which include both ground-up construction and currently constructed renovations. The estimated ground-up construction cost will be \$265-\$300 per square foot based on the construction of the existing KIPP Antioch College Prep Elementary School. For renovation, KNSST anticipates high acquisition costs with marginally lower construction costs. Facility startup costs are included in Attachment N on tab "8) Year 2 through 5 Budget," row 179.

### **Facility Acquisition**

KIPP Nashville has developed a strong capacity for executing against real estate and facility projects. Under the guidance of the KIPP Nashville Board of Directors Real Estate Committee, KNSST has undergone multiple competitive procurement processes to select developers, architects, and general contractors and has experience building and managing strong project teams for both ground-up construction and renovation projects for its existing five facilities and the forthcoming KIPP Antioch College Prep High School facility. Furthermore, we have identified multiple properties in the community, including properties in close proximity to the existing KIPP Antioch schools. Additionally, KIPP Nashville has two full-time employees dedicated to facility planning, selection, and financing: the Director of Regional Operations and the Chief Financial Officer.

KIPP Nashville has utilized a broker through C.A. Howell and Company, and no current contracts are associated with the construction of this school. Upon approval of this application, KNSST would immediately begin a competitive procurement process to select a developer and architect upon identification of a site. KNSST is currently working to identify potential spaces to meet KSNCP-MS's facility needs.

### **ADA Compliance**

All KIPP Nashville buildings are currently ADA compliant and KIPP Nashville will plan all future facilities to be ADA compliant. The primary responsibility for ADA compliance design and planning will sit with the architect, and KNSST will work with the ADA inspector to both ensure plans and the actual building are up to code.

### **Timeline**

KIPP Nashville believes that the proper timeline for facilities property acquisition, design, construction, inspections, and receipt of all final permits is two years. That said, KIPP Nashville executed all of these deliverables for KIPP Antioch College Prep Elementary School in 15 months with completion in July 2019.

### **Contingency Plans**

Contingency plans include identifying smaller spaces whereby KIPP Nashville would be able to incubate for one year to allow more time for the construction of a long-term building. This is a practice KIPP Nashville successfully executed in the launch of KIPP Antioch College Prep Elementary School. Potential spaces could include current schools, mall spaces, and box stores. KNSST will budget for leasehold improvements as needed.

## 2.4 Personnel/Human Capital

- (a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- (b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.
- (c) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.
- (d) How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?
- (e) How will you ensure that teachers are licensed and endorsed in their content areas?
- (f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.
- (g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.
- (h) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.
- (i) Explain whether the employees will be at-will or whether the school will use employment contracts.
- (j) Include a copy of the school's employee manual and personnel policies as Attachment I.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

### Characteristics of a strong response:

- The school's organizational chart (Attachment G) clearly delineates the roles and reporting structure of the Board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.
- Recruitment and hiring strategy, criteria, timeline, and procedures are likely to result in a strong school leader and key staff. Identified leaders have the necessary qualifications, competencies, and capacity for their assigned roles. The individual responsible for academic programming has a strong track record of driving student achievement (Attachment H).
- Recruiting and hiring practices are likely to result in a diverse leadership team and staff that reflect the student body and community.
- Compensation packages are likely to attract and retain qualified staff.
- The applicant provides a detailed plan for supporting, developing, and annually evaluating school leadership and teachers that aligns with statewide evaluation requirements.
- The applicant has a plan for addressing unsatisfactory leadership/teacher performance and turnover.
- The employee manual and personnel policies (Attachment I) are complete and effective.

- **Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.**

## Leadership Structure

KSNCP-MS's leadership structure will include the following positions:

- **Principal:** The primary leader of the school. KIPP Nashville Principals are the primary instructional leaders of their schools and should spend a significant portion of their time developing Assistant Principals as excellent instructional coaches, as well as their full leadership team to support the needs of all students via the Dean of Culture and Dean of Student Support Services. The Principal is also the primary talent leader in their building and focuses on developing leadership team members as managers and overseeing the performance management cycle at their school.
- **Director of Operations:** The Director of Operations (DOO) is the operational leader of their building. They manage the office manager and other Operations staff and oversee day-to-day operations at their campus. The DOO sets and manages the school's budget and is the school's point person for procurement, transportation, scheduling and student outreach.
- **Assistant Principal:** The Assistant Principal is primarily tasked with developing teachers to deliver high-quality instruction. At scale, Assistant Principals tend to specialize their coaching load by subject or grade level.
- **Dean of Students/Culture:** The Dean of Students or Dean of Culture is primarily responsible for fostering a school climate that maximizes student learning. They do this by overseeing student culture as well as family engagement.
- **Dean of Student Support Services:** The Dean of Student Support Services ensures that all students have equitable access to a high-quality education and any needed supports within their KIPP Nashville school. They oversee services for students with disabilities and English Learners, as well as the school's counseling program. They will work closely with the Assistant Principals to adapt the instructional program for special populations as needed, as well as lead staff professional development on meeting diverse needs. As we anticipate a high English Learner population, the individual in this role will have particular experience and knowledge of educating English Learners.

All leadership team members report to the Principal of their school and also receive support and centralized professional development from organization-wide points of contact. The Principal reports directly to the Head of Schools, a member of the KNSST.

Attachment G includes the school's organizational charts for Year 1 and at full capacity.

## Prospective Principal

While the leader for any forthcoming school has not yet been named, KIPP Nashville anticipates that this person will be hired from within the existing leadership pipeline. One hundred percent of KIPP Nashville's Principals have held leadership positions within KIPP Nashville or another KIPP region prior to assuming a principalship with us. For consideration, Attachment H includes the resume of KIPP Nashville's most recent founding Principal at the point of hire to provide an example of the caliber of candidate the KNSST seeks to select.

## Principal Selection

KIPP Nashville has developed a Principal in Residence program to identify Principal-ready leaders and develop to assume the role as a founding or successor Principal at a KIPP Nashville school. The

selection process for a Principal in Residence (PIR) mirrors the research-based and nationally renowned Fisher Fellowship<sup>7</sup>, on which the Principal in Residence program is based.

The steps in the selection process include:

- **Application:** Applicants submit a resume and a letter of intent. Internal applicants also submit a video of a coaching meeting they have led with a teacher to demonstrate their instructional leadership and people management.
- **Phone Interview:** After reviewing an application, selected candidates will be invited to participate in a 30 – 45-minute phone interview with a Talent Team representative. A phone interview guide is used, modeled from the Fisher Fellowship selection materials, to ensure consistency.
- **Performance Task:** Following a phone interview, candidates are asked to submit student achievement data as well as a coaching video, if one has not already been provided. If the candidate is external, they may also participate in follow up phone call(s) with executive team members and existing KIPP Nashville Principals.
- **Recommendation Letters and Reference Checks:** Three references complete a recommendation form on the candidate's behalf prior to a final interview. Additional reference checks may be conducted preceding or following a final interview.
- **Final Selection Event:** Candidates invited to a Final Selection Event will be interviewed by a committee of leaders from across the KIPP network, including all KIPP Nashville executive team members and a KIPP parent/alum. This is an in-person, 1-2 day event that focuses on instructional leadership, cultural leadership and self-awareness.

Throughout the selection process, candidates are evaluated against the following tool, which is included in Attachment H:

- KIPP Foundation “Leading for Learning” Traits of Effective School Leaders

All selectors participate in several hours of response norming and anti-bias training prior to participation.

Once a PIR is selected, they engage in a six- to 18-month residency at a KIPP Nashville school, where they serve as a member of the school's leadership team and are given “at-bats” at key Principal moves. The PIR is supported directly by the mentor Principal at their school site, as well as a regional Head of Schools who manages PIRs and provides cohort-based programming throughout the year.

When an appropriate principalship becomes available, PIRs are evaluated for readiness and undergo an abbreviated in-person interview with executive team members. Six months prior to assuming their Principal position, PIRs reduce their responsibilities at their current school to focus on readiness of their upcoming school (whether that is the school they are currently placed at or a different site). This work includes hiring of new personnel, driving retention with any existing personnel, student recruitment and instructional planning.

### **Leader Development and Evaluation**

In 2019-20, KIPP adopted Tennessee's TEAM leader evaluation system. The Executive Director, Chief Talent Officer, and Heads of Schools are trained in this evaluation system and are responsible for evaluating Principals and Assistant Principals. The administrator evaluation combines self-reflection, observation, input of school staff, and student data to rate the overall effectiveness of administrators. KIPP Nashville uses the following allocation to determine administrator effectiveness:

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<sup>7</sup> *School Leadership Fellowships*. KIPP Foundation.

[www.kipp.org/careers/professional-development/school-leadership-fellowships](http://www.kipp.org/careers/professional-development/school-leadership-fellowships). Accessed 15 January 2020.

- 50% Observation
- 35% Individual Student Growth
- 15% Student Achievement

The Head of Schools observes schools weekly and is consistently collecting data aligned to the TEAM rubric. These observations are the foundation of evidence for evaluating Principals.

KIPP Nashville uses The New Teacher Project (TNTP) Insights survey to provide insights into staff satisfaction. The KIPP Foundation administers this survey for all KIPP schools; there are currently 242 schools across the country. The KIPP Foundation provides individual data on targeted questions, which creates an index score and then uses the index score to provide a percentile ranking for each school.

### **Additional Key Staff**

The two key prongs of KIPP Nashville’s recruitment strategy are to leverage internal networks and source external prospects that are likely to have the highest impact on student achievement. In leveraging existing networks, KIPP focuses heavily on referrals from existing staff as they have a track record of success within the organization. KIPP meets annually with new hires and key stakeholders in the organization to generate referrals and identify potential networks they may help us leverage. KIPP also provides financial incentives in the form of referral and hiring bonuses. Collectively, referrals account for approximately 40% of new hires annually. In addition to internal referrals, the KNSST Talent Team reaches out to large pools of potential candidates each year. These efforts are focused on identifying prospects who have increased likelihood of success at KIPP Nashville. Recruiters analyze student achievement data state-wide to identify teachers who have fostered significant student growth, as well as teachers currently working in similar school environments. Recruitment efforts place a particular focus on prospects that mirror the racial and linguistic diversity of the school’s students, as research shows that student achievement increases when taught by a teacher who shares their identity. Early in each recruitment season, recruiters also spend time identifying pools of candidates in hard-to-staff areas such as Special Education and administrative positions.

We fill these hard-to-staff roles through a variety of innovative strategies, including University Partnerships, Internal Incentives (referrals and degree reimbursements), and our more traditional strategies, including LinkedIn sourcing, job boards, and attending career fairs.

In anticipation of a high English Learner population in this community, recruiters and principals alike will prioritize hiring teachers licensed with the EL endorsement, as well as encouraging existing teachers to pursue that endorsement. Through strategic university and hiring partnerships that allow for dual endorsements or an expedited summer program, such as Relay Graduate School of Education and Lipscomb University, KIPP Nashville will ensure that the school meets or exceeds the 35:1 state required ratio to provide necessary services to all qualifying students.

KIPP Nashville’s hiring timeline is outlined in the chart below:

<b>Date</b>	<b>Benchmark</b>
9/15	Positions for the following school year are posted publicly
10/1	All new hires have participated in a referral-generating meeting with a KIPP Nashville Talent Team member

1/1	30% of growth positions are filled
4/1	65% of known vacancies are filled
6/15	100% of known vacancies are filled

During the selection process, KIPP Nashville seeks evidence related to key competencies associated with success at KIPP Nashville. These competencies are as follows:

- **(for teachers) Instructional effectiveness:** Demonstrated through a teaching video and in-person sample lesson, as well as supporting student achievement data
- **Connection to the work:** Does the candidate have a strong rationale for why they want to work at KIPP Nashville?
- **Personal responsibility:** Does the candidate have a strong sense of personal responsibility when approaching a challenge or opportunity?
- **Coachability:** Does the candidate demonstrate a receptivity to feedback and an ability to incorporate it into their practice?

### Teacher Support and Development

All teachers are provided with consistent and targeted development on an annual cycle. A key feature of KIPP Nashville’s development is two weeks of professional development prior to the start of the school year, where teachers receive content-specific training from KIPP Nashville Academic Team members as well as school leadership. New to KIPP Nashville teachers also receive several days of training on instructional practice facilitated by Relay Graduate School of Education. During the year, all teachers are assigned a dedicated coach who helps them set student achievement and professional goals at the beginning of each year. These goals are documented and shared with KIPP Nashville leadership to ensure follow-through. Following this onboarding, all teachers have consistent (weekly or biweekly) check-ins with their coach, alongside regular classroom observations, to track progress towards goals and discuss opportunities for improvement. Depending on the needs of the teacher, coaching supports could include modeling from the coach, practice sessions, or reviewing video of their instruction with their coach.

KIPP Nashville believes in the power of team and that every staff member is working towards a common goal, putting KIPPsters on the path to and through college. That said, there are some teachers who stand out in driving results and these teachers are recognized in a variety of ways. First, KIPP Nashville uses two network wide newsletters to shout out teacher practice. Any teacher who achieves TVAAS level 5 growth is named and celebrated in the regional newsletter, the KIPP Chronicles. This newsletter goes to all KIPP Nashville staff and key external stakeholders. Finally, staff members who excel in their work have the opportunity to pursue additional, stipended leadership opportunities such as supporting curriculum creation, leading professional development or instructional coaching. These contributions to the overall team, highlight and celebrate the excellence of these staff members.

### Teacher Evaluation

KIPP Nashville’s teacher evaluation system combines observation data and student growth and achievement data to determine a teacher’s overall effectiveness. It uses the following allocation to determine a teacher’s level of effectiveness:

<b>Teachers of Tested Subjects</b>	50% Observation 35% Individual Student Growth 15% Student Achievement
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<b>Teachers of Non-tested Subjects</b>	70% Observation 15% Individual Student Growth 15% Student Achievement
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In the summer of 2019, the Tennessee State Department of Education approved KIPP Nashville’s teacher observation model.

**Observation Tool**

KIPP Nashville uses the KIPP Nashville Instructional Excellence Rubric (IER) to evaluate teacher effectiveness. KIPP Nashville created this observation tool during the 2013-14 school year and first used it to evaluate teacher effectiveness in 2014-15. The KIPP Nashville team, which included the Chief Academic Officer and Principals, researched the following teacher observation rubrics and frameworks to develop KIPP Nashville’s tool:

- The KIPP Framework for Excellent Teaching (KFET): The KIPP Foundation developed this framework in 2011 as a guiding document for all KIPP regions to define excellent teaching. This tool is not a rubric, but helped to define teaching excellence.
- The Danielson Rubric: Multiple districts across the country use this rubric to define effective instruction and to evaluate teacher performance. In 2009, the Gates Foundation used the Danielson Rubric to evaluate over 23,000 lessons to determine value added measures of student learning.
- Achievement First’s Essentials of Great Instruction Rubric: Achievement First is another charter management organization that operates high performing schools in New York, Connecticut, and Rhode Island. They have used their essentials of great instruction rubric to define teaching excellence and evaluate teachers since 2011.
- Additional resources consulted:
  - Saphier, Jon, et al. *The Skillful Teacher: Building Your Teaching Skills*. Research for Better Teaching, Inc., 2008.
  - Marshall, Kim. *Rethinking Teacher Supervision and Evaluation*. John Wiley & Sons, 2013.
  - Teacher evaluation systems at Yes! Prep and MATCH Teacher Residency, which are CMOs in Texas and Massachusetts, respectively.

The KIPP Nashville IER contains four domains related to instructional execution: Culture of Rigor, Driving Student Mastery Through Data, Classroom Culture: Establishing Culture, and Classroom Culture: High Expectations. Additionally, there are planning and professionalism domains. KIPP Nashville also has a version of the rubric to evaluate special education teachers. This version includes an additional planning domain, differentiation.

**Observation Model**

Each year, all teachers, regardless of certification type, receive two formal reviews with their manager (i.e. either the Principal or an Assistant Principal). The first semester review occurs in October and the second semester review occurs in February. The manager provides a rating on all domains for the rubric at these formal reviews.

At KIPP Nashville, managers observe teachers frequently, conducting both short (10 minutes or less) and long observations (30 minutes). They observe teachers approximately three times per month, thus a teacher would have a minimum of six observations to inform each of their reviews.

Teachers and managers meet weekly to discuss observation feedback, look at student work, and/or plan upcoming lessons. These weekly coaching meetings ensure observers have sufficient context to evaluate

classroom instruction. There is not a formal pre-conference structure to announce observations, because of this ongoing teacher-manager relationship.

### ***Formal Review Meetings***

In preparation for the October and February formal reviews, managers ask teachers to reflect on their overall performance related to each of the domains on the IER. Teachers self-identify their strengths and areas of growth, and send this to the manager prior to the formal review. During the review, the manager provides scores for all domains on the rubric, but differentiates the focus of the conversation based on the needs of the teacher. For example, a first year teacher would receive scores on all domains, but the conversation would focus on the high expectations section of the rubric as the teacher may still be mastering the basics of classroom management. Conversely, a review of a veteran with excellent management and strong content knowledge might focus on the data-driven instruction or culture of rigor sections of the rubric, which are more advanced teacher skills.

### ***Certified Observers***

KIPP Nashville Principals and Assistant Principals serve as certified observers in the evaluation system. New and returning Principals and Assistant Principals participate in a one-day training in July on the IER. During this training, participants watch and score classroom video using the rubric. After these practice rounds, the participants watch one more lesson video and score it using the IER. KIPP Nashville leaders review these scores, and certify the participant. If the leaders do not certify a participant, they will provide feedback to the participant. The participant will then have the opportunity to review another video or evaluate an in-person classroom observation with a KIPP Nashville leader in August.

During the school year, there are three follow-up professional development sessions for Assistant Principals. In the fall, Assistant Principals complete two half-day trainings on evaluating instruction on the IER after conducting a 20-minute classroom observation. These two half day trainings occur a month before the October review, and are a refresher for both new and returning Assistant Principals. The Head of Schools facilitates this training through instructional rounds.

### ***Educator Feedback***

KIPP Nashville seeks educator feedback about its evaluation system twice per year via The New Teacher Project Insights survey. Teachers respond to the following statements on a five point scale of strongly agree to strongly disagree:

- The expectations for effective teaching are clearly defined at my school.
- At my school, evaluation ratings are accurate reflections of teacher effectiveness.
- I know the criteria that will be used to evaluate my performance as a teacher.
- I agree with the criteria used to evaluate my performance as a teacher.
- The teacher evaluation process helps me identify my strengths and weaknesses.
- The person who evaluates my performance has an accurate perception of my classroom practice.
- The person who evaluates my performance knows how much growth and progress my students have made this year.

KIPP Nashville uses the data from these surveys to revise training and provide coaching to administrators on implementing the teacher observation tool.

### ***Managing Unsatisfactory Performance***

All KIPP Nashville staff members receive ongoing feedback and evaluation on an annual cycle. This includes annual goal-setting, regular check ins (weekly or biweekly) and formal evaluation benchmarks to assess progress towards goals. If any staff member is not showing adequate progress, that staff member would first be placed on an action plan that outlines concrete improvement goals and management support they are provided to reach these goals. If progress has not been made at the conclusion of the action plan, the staff member is then placed on a performance improvement plan, where they are expected to meet key outcomes in order to retain employment. Should the staff member not make

satisfactory improvement against this plan, they are eligible to be dismissed either immediately or at the conclusion of the school year depending on student impact.

The performance management process provides ample time to plan for needed support should a personnel change occur. Schools hire 1 additional floating “support teacher” per school with the intention of providing continuity for any short or long-term vacancies that may arise during the school year. This ensures that students receive immediate support from a staff member who knows the school well. Depending on the position, the KNSST Talent Team will work to backfill positions that require specific certifications or skill sets not met by the support teacher. Through leadership development programs (Principals in Residence and Directors of Operations in Residence), KIPP Nashville has a region-wide capacity and built-in leadership pipeline for changes in leadership personnel.

### **Hiring and Background Checks**

When undergoing the hiring process, Talent Team members vet staff for key competencies as well as base requirements for the position. These requirements include verification of experience through reference checks and verification of appropriate and current teaching certification. All personnel undergo a criminal background check through the Tennessee Bureau of Investigation (TBI) prior to beginning employment. The KNSST Talent Team reviews all background checks for clearance and provides verification to the authorizer. In accordance with state policies, existing personnel must have record of TBI background clearance within the past five years.

### **Personnel Dismissal**

Personnel are dismissed under two circumstances:

1. A staff member who is underperforming may be dismissed during or at the conclusion of a school year following ongoing documentation of behavior provided to staff member and, as appropriate, a dedicated support plan.
2. In rare circumstances, a staff member may take an action that we deem a fireable offense as it jeopardizes the safety of students in their care. In these cases, a staff member may be terminated immediately following the incident in question.

In all cases of termination, staff receive clear communication of this determination as well as details for payroll, benefits continuation and any offboarding requirements. KIPP Nashville follows all mandated reporting protocols when relevant.

### **Compensation and Incentives**

Our instructional and administrative salaries are determined based on a salary scale that acknowledges years of experience and, for instructional staff, advanced degrees. This scale is set in order to be competitive against local districts and charter competitors to attract and retain top talent. Staff members receive annual increases and the scale is evaluated and adjusted on an annual basis for competitive advantage. The salary scale is consistent across all KIPP Nashville schools and would be applied to any forthcoming school openings. Eligible staff members may elect to enroll in robust benefits offerings, which include medical, dental, and vision coverage and varied plan options. Rates are assessed annually to ensure costs are competitive with local school districts.

Additionally, KIPP Nashville offers the following benefits and incentives to retain high-performing teachers:

- 10 weeks of parental leave at 100% pay for the primary caregiver after 1 year of employment
- 2 weeks of parental leave at 100% pay for the secondary caregiver after 1 year of employment
- Increased PTO accrual based on year of service, increasing at the 3 and 5 year mark

- Paid stipends for experienced teachers to engage in teacher leadership opportunities, such as grade level chair, peer coaching/management, teacher fellow coaching or regional curriculum work
- An annual award ceremony celebrating teachers completing 5 years with KIPP Nashville
- An annual interest inventory for staff members to share long term career interests, followed by conversation and development planning with their Principal and/or relevant regional staff member

### At-Will Employment

All KIPP Nashville employees are at-will. This relationship is defined in offer letters, which are not for a specified period of time. Eligible staff receive compensation statements outlining their compensation for the following school year and are asked to sign these letters as an acknowledgement of receipt and an intention to accept a position for the following school year. If a staff member declines to accept the position offered for the following school year, they are able to submit a notice of resignation effective at the end of the school year. Eleven-month salaried employees who complete the school year receive their annualized salary through June 30 of that year.

### Employee Manual

KIPP Nashville’s employee manual and personnel policies are included as Attachment I.

### Staffing Chart

FTE Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	99	198	291	378	378
# of Classes	3	6	9	12	12
<b>Administrative Staff</b>					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	1.00	2.00	2.00	2.00
Student Supports Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	2.00	2.00	2.00	2.00	2.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Administrative FTE</b>	<b>4.00</b>	<b>5.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
<b>Instructional Staff</b>					
Teachers	5.00	8.00	13.00	16.00	16.00
Special Education/EL Teachers*	2.00	4.00	5.00	6.00	6.00
Educational Assistants/Aides	1.00	1.00	1.00	1.00	1.00

Elective Teachers	2.00	3.00	3.00	3.00	3.00
Other (Specify in Assumptions)	1.00	1.00	1.00	1.00	1.00
<b>Total Instructional FTE</b>	<b>11.00</b>	<b>17.00</b>	<b>23.00</b>	<b>27.00</b>	<b>27.00</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	0.00	0.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	0.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Non-Instructional FTE</b>	<b>0.00</b>	<b>2.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>
<b>Total FTE</b>	<b>15.00</b>	<b>24.00</b>	<b>32.00</b>	<b>36.00</b>	<b>36.00</b>

*\* tentative, pending identified student need*

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Proposed School Information**



Proposed School Name	KIPP Nashville Middle School
Lead Sponsor Name	Randy Dowell
Lead Sponsor E-mail Address	<a href="mailto:rdowell@kippnashville.org">rdowell@kippnashville.org</a>
Lead Sponsor Phone Number	615-715-9562
CMO/EMO Affiliation	KIPP Nashville

Proposed Authorizer	Metro Nashville Public Schools
Proposed Opening Grade Level(s)	5
Proposed Final Grade Level(s)	8
Proposed First Year of Operations	2024-25

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	99	198	291	378	378

**Note: These cells auto-populate after completing Tab 2.**

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Student Assumptions**

**Enrollment Assumptions**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>

Pre-Kindergarten (Informational)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	99	99	99	99	99
6th Grade	0	99	99	99	99
7th Grade	0	0	93	93	93
8th Grade	0	0	0	87	87
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0

<b>Total Enrollment (excluding Pre-Kindergarten)</b>	<b>99</b>	<b>198</b>	<b>291</b>	<b>378</b>	<b>378</b>
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<b>Change in Net Enrollment</b>	<b>99</b>	<b>99</b>	<b>93</b>	<b>87</b>	<b>0</b>
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**# of Classes By Grade**

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	3	3	3	3	3
6th Grade	0	3	3	3	3
7th Grade	0	0	3	3	3
8th Grade	0	0	0	3	3
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
<b>Total # of Classes</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>12</b>
<b>Change in Net # of Classes</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>

	Other Key Assumptions Enter Estimated Percentages				
SPED %	13%	13%	13%	13%	13%
SPED Count	13	26	38	49	49
ELL %	17%	17%	17%	17%	17%
ELL Count	17	34	49	64	64
Anticipated Paid %	55%	55%	55%	55%	55%
Anticipated Reduced %	0%	0%	0%	0%	0%

Anticipated Free %	45%	45%	45%	45%	45%
<b>Anticipated Paid Count</b>	<b>54</b>	<b>109</b>	<b>160</b>	<b>208</b>	<b>208</b>
<b>Anticipated Reduced Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Anticipated Free Count</b>	<b>45</b>	<b>89</b>	<b>131</b>	<b>170</b>	<b>170</b>
<b>Total Free and Reduced Count</b>	<b>45</b>	<b>89</b>	<b>131</b>	<b>170</b>	<b>170</b>
School Days	180	180	180	180	180
Attendance Rate	98%	98%	98%	98%	98%

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Pre-Opening Budget**

**Revenue Assumptions**

	Rate/Assumption	Year 0		Assumption Notes
		2023-24		
<b>Federal Revenues</b>				
CSP Startup Grant	\$333,333	\$333,333		
<b>Fundraising &amp; Philanthropy</b>				Detail any private funding sources
Other	\$100,000	\$100,000		
Other		\$0		
<b>Total Revenues</b>		<b>433,333</b>		

**Additional Space to Provide Fundraising Details**

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**Compensation Assumptions**

	FTE Count	Year 0		Assumption Notes
		2023-24		
<b>Administrative Staff</b>				
Principal/School Leader	1.00	\$110,000		
Assistant Principal	0.00	\$0		
Special Education Coordinator	0.00	\$0		
Deans, Directors	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
<b>Total Administrative Compensation</b>	<b>1.00</b>	<b>110,000</b>		
<b>Instructional Staff</b>				
Teachers	0.00	\$0		
Special Education Teachers	0.00	\$0		
Educational Assistants/Aides	0.00	\$0		
Elective Teachers	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
<b>Total Instructional Compensation</b>	<b>0.00</b>	<b>-</b>		
<b>Non-Instructional Staff</b>				
Clerical Staff	0.00	\$0		
Custodial Staff	0.00	\$0		
Operations	0.00	\$0		
Social Workers/Counseling	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
<b>Total Non-Instructional Compensation</b>	<b>0.00</b>	<b>-</b>		
Bonus		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
<b>Total FTE Count</b>	<b>1.00</b>			
<b>Total Compensation</b>		<b>110,000</b>		

**Employer Benefits & Tax Assumptions**

Base Assumption	Year 0		Assumption Notes
	2023-24		

Social Security	6.20%	\$6,820	
Medicare	1.45%	\$1,595	
State Unemployment	\$400 per employee	\$400	
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.50%	\$550	
Other Fringe Benefits	0.00%	\$800	
Medical Insurance	\$5,000	\$5,000	
Dental Insurance	\$2,000	\$2,000	
Vision Insurance	\$1,000	\$1,000	
Other Retirement	10.36%	\$11,396	

**Total Employer Benefits & Taxes** 29,561

Operating Expenses

Year 0

2023-24

Assumption Notes

**Contracted Services**

Professional Development	\$629	\$629	
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$0	\$0	
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$325	\$325	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
Bank Charges	\$0	\$0	

**Supplies & Materials**

Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$0	\$0	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$0	
Faculty Laptops	\$1,300	\$2,600	
Office Supplies	\$0	\$0	
Printing Paper	\$0	\$0	
Marketing Materials	\$0	\$0	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

**Facility Related Expenses**

Rent	\$0	\$0	
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	

**Other Charges**

Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	

Debt Service

Other	\$0	\$0	

Total Operating Expenses

3,554

Total Expenses

143,115

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Pre-Opening Cash Flow**

**Cash Flow Summary**

	Year 0 2023-24														
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Beginning Cash</b>	-	-	36,990	75,281	63,571	135,195	123,485	111,776	182,099	170,390	158,680	230,304	218,594		
<b>Revenues</b>															
Federal Revenues	333,333	-	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	333,333	-
Fundraising & Philanthropy	100,000	50,000	50,000	-	-	-	-	-	-	-	-	-	-	100,000	-
<b>Total Revenues</b>	<b>433,333</b>	<b>50,000</b>	<b>50,000</b>	<b>-</b>	<b>83,333</b>	<b>-</b>	<b>-</b>	<b>83,333</b>	<b>-</b>	<b>-</b>	<b>83,333</b>	<b>-</b>	<b>83,333</b>	<b>433,333</b>	<b>-</b>
<b>Expenses</b>															
Staffing	110,000	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000	-
Employer Benefits & Taxes	29,561	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	29,561	-
Contracted Services	954	80	80	80	80	80	80	80	80	80	80	80	80	954	-
Supplies & Materials	2,600	1,300	-	-	-	-	1,300	-	-	-	-	-	-	2,600	-
Facility-Related Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>143,115</b>	<b>13,010</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>13,010</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>143,115</b>	<b>-</b>
<b>Operating Income (Loss)</b>	<b>290,218</b>	<b>36,990</b>	<b>38,290</b>	<b>(11,710)</b>	<b>71,624</b>	<b>(11,710)</b>	<b>(11,710)</b>	<b>70,324</b>	<b>(11,710)</b>	<b>(11,710)</b>	<b>71,624</b>	<b>(11,710)</b>	<b>71,624</b>	<b>290,218</b>	<b>-</b>
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity															
<b>Ending Cash</b>	<b>36,990</b>	<b>75,281</b>	<b>63,571</b>	<b>135,195</b>	<b>123,485</b>	<b>111,776</b>	<b>182,099</b>	<b>170,390</b>	<b>158,680</b>	<b>230,304</b>	<b>218,594</b>	<b>290,218</b>			

**Details of Cash Flow**

	Year 0 2023-24														
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Revenues</b>															
<b>Federal Revenues</b>															
CSP Startup Grant	333,333	-	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	333,333	-
<b>Fundraising &amp; Philanthropy</b>															
Other	100,000	\$50,000	\$50,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	100,000	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Revenues</b>	<b>433,333</b>	<b>50,000</b>	<b>50,000</b>	<b>-</b>	<b>83,333</b>	<b>-</b>	<b>-</b>	<b>83,333</b>	<b>-</b>	<b>-</b>	<b>83,333</b>	<b>-</b>	<b>83,333</b>	<b>433,333</b>	<b>-</b>

Assumption Notes

**Compensation**

	Year 0 2023-24														
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Compensation</b>															
Principal/School Leader	110,000	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	110,000	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Administrative Compensation</b>	<b>110,000</b>	<b>9,167</b>	<b>110,000</b>	<b>-</b>											
<b>Instructional Staff</b>															
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

Assumption Notes

Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Non-Instructional Staff</b>																
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Non-Instructional Compensation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Bonus</b>																
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Compensation</b>	<b>110,000</b>	<b>9,167</b>	<b>110,000</b>	-												

**Employer Benefits & Taxes**

	Year 0 2023-24															
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes	
Social Security	6,820	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	\$568	6,820	-		
Medicare	1,595	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	\$133	1,595	-		
State Unemployment	400	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	\$33	400	-		
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		
Workers Compensation Insurance	550	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	\$46	550	-		
Other Fringe Benefits	800	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	\$67	800	-		
Medical Insurance	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-		
Dental Insurance	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-		
Vision Insurance	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-		
Other Retirement	11,396	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	\$950	11,396	-		
<b>Total Employer Benefits &amp; Taxes</b>	<b>29,561</b>	<b>2,463</b>	<b>29,561</b>	-												

**Operating Expenses**

	Year 0 2023-24															
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes	
<b>Contracted Services</b>																
Professional Development	629	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	\$52	629	-		Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Legal Fees
Copier Lease and Usage	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Copier Lease and Usage
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Internet and Phone Service
Cell Phone Service	325	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	\$27	325	-		Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Bank Charges
<b>Supplies &amp; Materials</b>																
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Testing & Evaluation
Student Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Student Laptops
Faculty Laptops	2,600	\$1,300	\$0	\$0	\$0	\$0	\$0	\$1,300	\$0	\$0	\$0	\$0	2,600	-		Faculty Laptops
Office Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Office Supplies
Printing Paper	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Health Supplies
<b>Facility Related Expenses</b>																
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-		Custodial

Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
<b>Other Charges</b>																	
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
<b>Debt Service</b>																	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Operating Expenses</b>	<b>3,554</b>	<b>1,380</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>1,380</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>3,554</b>			
<b>Total Expenses</b>	<b>143,115</b>	<b>13,010</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>13,010</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>11,710</b>	<b>143,115</b>		

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions**

**FTE Assumptions**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Fiscal Year					
Enrollment	99	198	291	378	378
# of Classes	3	6	9	12	12
<b>Administrative Staff</b>					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	1.00	2.00	2.00	2.00
Special Education Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	2.00	2.00	2.00	2.00	2.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Administrative FTE</b>	<b>4.00</b>	<b>5.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
<b>Instructional Staff</b>					
Teachers	5.00	8.00	13.00	16.00	16.00
Special Education Teachers	2.00	4.00	5.00	6.00	6.00
Educational Assistants/Aides	1.00	1.00	1.00	1.00	1.00
Elective Teachers	2.00	3.00	3.00	3.00	3.00
Other (Specify in Assumptions)	1.00	1.00	1.00	1.00	1.00
<b>Total Instructional FTE</b>	<b>11.00</b>	<b>17.00</b>	<b>23.00</b>	<b>27.00</b>	<b>27.00</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	0.00	0.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	0.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Non-Instructional FTE</b>	<b>0.00</b>	<b>2.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>
<b>Total FTE</b>	<b>15.00</b>	<b>24.00</b>	<b>32.00</b>	<b>36.00</b>	<b>36.00</b>

**Compensation Assumptions**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Annual Increase</b>	0.00%	2.00%	2.00%	2.00%	2.00%
<b>Cumulative Increase</b>	100.00%	102.00%	104.04%	106.12%	108.24%
<b>Administrative Staff</b>					
Principal/School Leader	\$110,000	110,000	112,200	114,444	116,733
Assistant Principal	\$90,000	-	91,800	187,272	191,017
Special Education Coordinator	\$60,000	60,000	61,200	62,424	63,672
Deans, Directors	\$75,000	150,000	153,000	156,060	159,181
Other (Specify in Assumptions)	\$0	-	-	-	-
<b>Total Administrative Compensation</b>	<b>320,000</b>	<b>418,200</b>	<b>520,200</b>	<b>530,604</b>	<b>541,216</b>
<b>Instructional Staff</b>					
Teachers	\$60,000	300,000	489,600	811,512	1,018,760

**Assumption Notes**


Special Education Teachers	\$60,000	120,000	244,800	312,120	382,035	389,676	
Educational Assistants/Aides	\$45,000	45,000	45,900	46,818	47,754	48,709	
Elective Teachers	\$60,000	120,000	183,600	187,272	191,017	194,838	
Other (Specify in Assumptions)	\$30,000	30,000	30,600	31,212	31,836	32,473	Para-professional
<b>Total Instructional Compensation</b>		<b>615,000</b>	<b>994,500</b>	<b>1,388,934</b>	<b>1,671,403</b>	<b>1,704,831</b>	
<b>Non-Instructional Staff</b>							
Clerical Staff	\$45,000	-	-	46,818	47,754	48,709	
Custodial Staff	\$0	-	-	-	-	-	
Operations	\$55,000	-	56,100	57,222	58,366	59,534	
Social Workers/Counseling	\$55,000	-	56,100	57,222	58,366	59,534	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
<b>Total Non-Instructional</b>		<b>-</b>	<b>112,200</b>	<b>161,262</b>	<b>164,487</b>	<b>167,777</b>	
Other Compensation		28,250	28,815	29,979	31,814	34,437	Annual stipends and relocation allowances
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
<b>Total Compensation</b>		<b>963,250</b>	<b>1,553,715</b>	<b>2,100,375</b>	<b>2,398,308</b>	<b>2,448,260</b>	

**Employer Benefits & Tax Assumptions**

		Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Assumption Notes
<b>Base Assumption</b>							
Social Security	6.20%	\$59,722	\$96,330	\$130,223	\$148,695	\$151,792	
Medicare	1.45%	\$13,967	\$22,529	\$30,455	\$34,775	\$35,500	
State Unemployment	\$400 per employee	\$6,000	\$9,600	\$12,800	\$14,400	\$14,400	
Disability/Life Insurance	0.00%	\$0	\$0	\$0	\$0	\$0	
Workers Compensation Insurance	0.50%	\$4,816	\$7,769	\$10,502	\$11,992	\$12,241	
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
<b>Health Insurance</b>							
Annual Increase	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	
Cumulative Increase	102.00%	104.04%	106.12%	108.24%	110.41%		
Medical Insurance	\$4,500	\$68,850	\$112,363	\$152,814	\$175,354	\$178,861	
Dental Insurance	\$300	\$4,590	\$7,491	\$10,188	\$11,690	\$11,924	
Vision Insurance	\$200	\$3,060	\$4,994	\$6,792	\$7,794	\$7,949	
TCRS Certified Legacy	10.30%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	9.00%	\$57,893	\$92,098	\$127,702	\$153,290	\$156,534	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	15.00%	\$48,000	\$62,730	\$78,030	\$79,591	\$81,182	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Year 1 Budget**

**Revenue Assumptions**

	Year 1
	2024-25
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption		Assumption Notes
Basic Education Program	\$14,315	\$1,388,841	Discounted by assumed attendance rate
BEP Transportation Component	\$0	\$0	
BEP Capital Outlay	\$286	\$27,777	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Federal Revenues</b>	<b>\$0</b>	<b>\$0</b>	
Title I	\$1,066	\$47,490	Discounted by assumed FRL enrollment
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$333,333	\$333,333	
Other	\$1,222	\$15,727	IDEA for SPED enrollment
Other	\$0	\$0	
<b>School Activity Revenues</b>			
Other	\$0	\$0	
<b>Fundraising &amp; Philanthropy</b>			
Other	\$500,000	\$500,000	Fundraising
Other	\$0	\$0	
<b>Total Revenues</b>		<b>2,313,169</b>	

**Compensation**

Year 1
2024-25

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	110,000	
Assistant Principal	0.00	-	
Special Education Coordinator	1.00	60,000	

Deans, Directors	2.00	150,000	
Other (Specify in Assumptions)	0.00	-	
<b>Total Administrative Compensation</b>	<b>4.00</b>	<b>320,000</b>	
<b>Instructional Staff</b>			
Teachers	5.00	300,000	
Special Education Teachers	2.00	120,000	
Educational Assistants/Aides	1.00	45,000	
Elective Teachers	2.00	120,000	
Other (Specify in Assumptions)	1.00	30,000	
<b>Total Instructional Compensation</b>	<b>11.00</b>	<b>615,000</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	0.00	-	
Custodial Staff	0.00	-	
Operations	0.00	-	
Social Workers/Counseling	0.00	-	
Other (Specify in Assumptions)	0.00	-	
<b>Total Non-Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
Other Compensation		28,250	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
<b>Total Compensation</b>		<b>963,250</b>	

**Employer Benefits & Taxes**

**Year 1**  
2024-25

**Assumption Notes**

Social Security	59,722	
Medicare	13,967	
State Unemployment	6,000	
Disability/Life Insurance	-	
Workers Compensation Insurance	4,816	
Other Fringe Benefits	-	
Medical Insurance	68,850	
Dental Insurance	4,590	
Vision Insurance	3,060	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	57,893	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	48,000	
Other Retirement	-	
<b>Total Employer Benefits &amp; Taxes</b>	<b>266,897</b>	

**Operating Expenses**

**Year 1**  
2024-25

			Assumption Notes
<b>Contracted Services</b>			
Professional Development	\$650	\$9,750	per FTE
Financial Services	\$74	\$7,326	per student
Audit Services	\$30	\$2,970	per student
Legal Fees	\$5	\$495	per student
Copier Lease and Usage	\$60	\$10,940	per student + \$5,000 per copier
Internet and Phone Service	\$16,500	\$16,500	per year
Cell Phone Service	\$332	\$4,973	per FTE
Payroll Services	\$68	\$1,020	per FTE
Health Services	\$0	\$0	
Transportation	\$34,250	\$0	per bus
IT Services	\$15,000	\$15,000	per year
Contracted SPED Services	\$190	\$18,810	per student
Insurance	\$15,000	\$15,000	per year
Postal Charges	\$6	\$594	per student
Bank Charges	\$0	\$0	
<b>Supplies &amp; Materials</b>			
Textbooks and Instructional Supplies	\$140	\$13,860	\$140 per student is adequate because our curriculum is not textbook driven
Education Software	\$37	\$3,663	per student
Student Supplies	\$120	\$11,880	per student
Faculty Supplies	\$20	\$1,980	per student
Library Books	\$20	\$1,980	per student
Testing & Evaluation	\$20	\$1,980	per student
Student Laptops	\$265	\$30,235	per student + cart
Faculty Laptops	\$1,325	\$25,838	per FTE + 1/3rd refresh
Office Supplies	\$50	\$4,950	per student
Printing Paper	\$100	\$9,900	per student
Marketing Materials	\$40	\$3,960	per student
Student Uniforms	\$25	\$2,475	per student
Gifts & Awards - Students	\$110	\$10,890	Per student. Includes field trips and student store
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$5	\$495	per student
<b>Facility Related Expenses</b>			
Rent	\$0	\$0	
Utilities	\$31,625	\$31,625	per year
Custodial	\$24,150	\$24,150	per year
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$20	\$1,980	per student
Tenant Improvements	\$0	\$0	
Other	\$12,500	\$12,500	Security, per year
Other	\$24,150	\$24,150	Maintenance, per year
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Other Charges</b>			
Staff Recruitment	\$200	\$3,000	per FTE
Student Recruitment & Community Engagement	\$3,000	\$3,000	per year
Parent & Staff Meetings	\$12	\$1,188	per student
Authorizer Fee	\$0	\$55,554	4% of BEP
Other	\$30,000	\$30,000	per year; KIPP licensing fee

**Debt Service**

Other	\$405,900	\$405,900	per year, principal and interest; To service new debt for a new building
Other	\$0	\$0	

**Total Operating Expenses**

**820,510**

**Total Expenses**

**2,050,657**

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Year 1 Cash Flow**

**Cash Flow Summary**

	Year 1 2024-25														
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Beginning Cash</b>	<b>290,218</b>	<b>290,218</b>	<b>363,692</b>	<b>312,166</b>	<b>355,846</b>	<b>429,320</b>	<b>377,794</b>	<b>421,474</b>	<b>494,948</b>	<b>443,422</b>	<b>487,102</b>	<b>560,576</b>	<b>509,050</b>		
<b>Revenues</b>															
State Revenues	1,416,618	118,052	118,052	118,052	118,052	118,052	118,052	118,052	118,052	118,052	118,052	118,052	118,052	1,416,618	-
Federal Revenues	396,550	1,311	1,311	96,516	1,311	1,311	96,516	1,311	1,311	96,516	1,311	1,311	96,516	396,550	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	500,000	125,000	-	-	125,000	-	-	125,000	-	-	125,000	-	-	500,000	-
<b>Total Revenues</b>	<b>2,313,169</b>	<b>244,362</b>	<b>119,362</b>	<b>214,568</b>	<b>2,313,169</b>	<b>-</b>									
<b>Expenses</b>															
Staffing	963,250	80,271	80,271	80,271	80,271	80,271	80,271	80,271	80,271	80,271	80,271	80,271	80,271	963,250	-
Employer Benefits & Taxes	266,897	22,241	22,241	22,241	22,241	22,241	22,241	22,241	22,241	22,241	22,241	22,241	22,241	266,897	-
Contracted Services	103,378	8,615	8,615	8,615	8,615	8,615	8,615	8,615	8,615	8,615	8,615	8,615	8,615	103,378	-
Supplies & Materials	124,086	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	10,340	124,086	-
Facility-Related Expenses	94,405	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	7,867	94,405	-
Other Charges	92,742	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	7,728	92,742	-
Debt Service	405,900	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	405,900	-
<b>Total Expenses</b>	<b>2,050,657</b>	<b>170,888</b>	<b>2,050,657</b>	<b>-</b>											
Operating income (Loss)	262,512	73,474	(51,526)	43,680	73,474	(51,526)	43,680	73,474	(51,526)	43,680	73,474	(51,526)	43,680	262,512	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>363,692</b>	<b>312,166</b>	<b>355,846</b>	<b>429,320</b>	<b>377,794</b>	<b>421,474</b>	<b>494,948</b>	<b>443,422</b>	<b>487,102</b>	<b>560,576</b>	<b>509,050</b>	<b>552,730</b>			

**Details of Cash Flow**

	Year 1 2024-25														
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Revenues</b>															
<b>State Revenues</b>															
Basic Education Program	1,388,841	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	\$115,737	1,388,841	-	Assumption Notes
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumption Notes
BEP Capital Outlay	27,777	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	\$2,315	27,777	-	Assumption Notes
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumption Notes
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Assumption Notes
<b>Federal Revenues</b>															
Title I	47,490	\$0	\$0	\$11,873	\$0	\$0	\$11,873	\$0	\$0	\$11,873	\$0	\$0	\$11,873	47,490	-
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
CSP Startup Grant	333,333	\$0	\$0	\$83,333	\$0	\$0	\$83,333	\$0	\$0	\$83,333	\$0	\$0	\$83,333	333,333	-
Other	15,727	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	15,727	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>School Activity Revenues</b>															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
<b>Fundraising &amp; Philanthropy</b>															
Other	500,000	\$125,000	\$0	\$0	\$125,000	\$0	\$0	\$125,000	\$0	\$0	\$125,000	\$0	\$0	500,000	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-

<b>Total Revenues</b>	<b>2,313,169</b>	<b>244,362</b>	<b>119,362</b>	<b>214,568</b>	<b>2,313,169</b>	-									
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**Compensation**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

**Compensation**

Principal/School Leader	110,000	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	110,000	-	-	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Special Education Coordinator	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-	-	-
Deans, Directors	150,000	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	150,000	-	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
<b>Total Administrative Compensation</b>	<b>320,000</b>	<b>26,667</b>	<b>320,000</b>	-	-	-											

**Assumption Notes**

**Instructional Staff**

Teachers	300,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	300,000	-	-	-
Special Education Teachers	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	-	-
Educational Assistants/Aides	45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	45,000	-	-	-
Elective Teachers	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	-	-
Other (Specify in Assumptions)	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	-	-
<b>Total Instructional Compensation</b>	<b>615,000</b>	<b>\$51,250</b>	<b>615,000</b>	-	-	-											

**Non-Instructional Staff**

Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
<b>Total Non-Instructional</b>	<b>-</b>	<b>\$0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>											

**Other Compensation**

Other Compensation	28,250	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	\$2,354	28,250	-	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-

**Total Compensation**

<b>Total Compensation</b>	<b>963,250</b>	<b>80,271</b>	<b>963,250</b>	-											
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**Employer Benefits & Taxes**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Social Security	59,722	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	\$4,977	59,722	-	-	-
Medicare	13,967	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	\$1,164	13,967	-	-	-
State Unemployment	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	-	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Workers Compensation Insurance	4,816	\$401	\$401	\$401	\$401	\$401	\$401	\$401	\$401	\$401	\$401	\$401	\$401	4,816	-	-	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Medical Insurance	68,850	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	\$5,738	68,850	-	-	-
Dental Insurance	4,590	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	\$383	4,590	-	-	-
Vision Insurance	3,060	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	\$255	3,060	-	-	-
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
TCRS Certified Hybrid	57,893	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	\$4,824	57,893	-	-	-
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
Other Classified Retirement	48,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	48,000	-	-	-
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>266,897</b>	<b>22,241</b>	<b>266,897</b>	-													

**Assumption Notes**

**Operating Expenses**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25	2024-25
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

**Contracted Services**

Professional Development	9,750	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	9,750	-	-	-
Financial Services	7,326	\$611	\$611	\$611	\$611	\$611	\$611	\$611	\$611	\$611	\$611	\$611	\$611	7,326	-	-	-
Audit Services	2,970	\$248	\$248	\$248	\$248	\$248	\$248	\$248	\$248	\$248	\$248	\$248	\$248	2,970	-	-	-
Legal Fees	495	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	495	-	-	-
Copier Lease and Usage	10,940	\$912	\$912	\$912	\$912	\$912	\$912	\$912	\$912	\$912	\$912	\$912	\$912	10,940	-	-	-
Internet and Phone Service	16,500	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	\$1,375	16,500	-	-	-
Cell Phone Service	4,973	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	\$414	4,973	-	-	-

**Assumption Notes**

Payroll Services	1,020	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	1,020	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Transportation
IT Services	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	IT Services
Contracted SPED Services	18,810	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	\$1,568	18,810	-	Contracted SPED Services
Insurance	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Insurance
Postal Charges	594	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	594	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges

<b>Supplies &amp; Materials</b>																	
Textbooks and Instructional Supplies	13,860	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	\$1,155	13,860	-	Textbooks and Instructional Supplies
Education Software	3,663	\$305	\$305	\$305	\$305	\$305	\$305	\$305	\$305	\$305	\$305	\$305	\$305	\$305	3,663	-	Education Software
Student Supplies	11,880	\$990	\$990	\$990	\$990	\$990	\$990	\$990	\$990	\$990	\$990	\$990	\$990	\$990	11,880	-	Student Supplies
Faculty Supplies	1,980	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	1,980	-	Faculty Supplies
Library Books	1,980	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	1,980	-	Library Books
Testing & Evaluation	1,980	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	1,980	-	Testing & Evaluation
Student Laptops	30,235	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	\$2,520	30,235	-	Student Laptops
Faculty Laptops	25,838	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	\$2,153	25,838	-	Faculty Laptops
Office Supplies	4,950	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	4,950	-	Office Supplies
Printing Paper	9,900	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	\$825	9,900	-	Printing Paper
Marketing Materials	3,960	\$330	\$330	\$330	\$330	\$330	\$330	\$330	\$330	\$330	\$330	\$330	\$330	\$330	3,960	-	Marketing Materials
Student Uniforms	2,475	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	2,475	-	Student Uniforms
Gifts & Awards - Students	10,890	\$908	\$908	\$908	\$908	\$908	\$908	\$908	\$908	\$908	\$908	\$908	\$908	\$908	10,890	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	495	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	495	-	Health Supplies

<b>Facility Related Expenses</b>																	
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	31,625	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	\$2,635	31,625	-	Utilities
Custodial	24,150	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	24,150	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	1,980	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	1,980	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	12,500	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	12,500	-	Other
Other	24,150	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	\$2,013	24,150	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

<b>Other Charges</b>																	
Staff Recruitment	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Staff Recruitment
Student Recruitment & Community En	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	1,188	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	\$99	1,188	-	Parent Meetings
Authorizer Fee	55,554	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	\$4,629	55,554	-	Staff Meetings
Other	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	Other

<b>Debt Service</b>																	
Other	405,900	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	33,825	405,900	-	To service new debt for a new building
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

<b>Total Operating Expenses</b>	<b>820,510</b>	<b>68,376</b>	<b>820,510</b>	<b>-</b>													
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<b>Total Expenses</b>	<b>2,050,657</b>	<b>170,888</b>	<b>2,050,657</b>	<b>-</b>													
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**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Year 2 Through 5 Budget**

**Revenue Assumptions**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29
Annual Revenue Increase	0.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%

**State Revenues**

**Assumption**

**Assumption Notes**

Basic Education Program	\$14,315	1,388,841	\$2,833,236	\$4,247,279	\$5,627,425	\$5,739,974	Updated to grow with enrollment. 2% increase in funding rate
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	
BEP Capital Outlay	\$286	27,777	\$56,665	\$84,946	\$112,549	\$114,799	Updated to grow with enrollment. 2% increase in funding rate
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

**Federal Revenues**

Title I	\$1,066
Title II	\$0
Title III	\$0
NSLP	\$0
E-Rate	\$0
CSP Startup Grant	\$333,333
Other	\$1,222
Other	\$0

Title I	47,490	\$94,981	\$139,593	\$181,327	\$181,327	Updated to grow with enrollment. 0% increase in funding rate
Title II	-	\$0	\$0	\$0	\$0	
Title III	-	\$0	\$0	\$0	\$0	
NSLP	-	\$0	\$0	\$0	\$0	
E-Rate	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	333,333	\$333,333	\$0	\$0	\$0	3rd year of CSP grant
Other	15,727	\$31,454	\$46,228	\$60,049	\$60,049	IDEA. Updated to grow with SPED enrollment. 0% increase in funding rate
Other	-	\$0	\$0	\$0	\$0	

**School Activity Revenues**

Other	\$0

Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	

**Fundraising & Philanthropy**

Other	\$0

Other	500,000	\$400,000	\$300,000	\$250,000	\$200,000	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	
Other	-	\$0	\$0	\$0	\$0	

**Total Revenues**

	2,313,169	3,749,669	4,818,045	6,231,350	6,296,149
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**Compensation**

	Year 1	Year 2	Year 3	Year 4	Year 5
	2024-25	2025-26	2026-27	2027-28	2028-29

**Administrative Staff**

**Assumption Notes**

Principal/School Leader	110,000	112,200	114,444	116,733	119,068	
Assistant Principal	-	91,800	187,272	191,017	194,838	
Special Education Coordinator	60,000	61,200	62,424	63,672	64,946	
Deans, Directors	150,000	153,000	156,060	159,181	162,365	
Other (Specify in Assumptions)	-	-	-	-	-	
<b>Total Administrative Compensation</b>	<b>320,000</b>	<b>418,200</b>	<b>520,200</b>	<b>530,604</b>	<b>541,216</b>	

**Instructional Staff**

Teachers	300,000	489,600	811,512	1,018,760	1,039,135	
Special Education Teachers	120,000	244,800	312,120	382,035	389,676	
Educational Assistants/Aides	45,000	45,900	46,818	47,754	48,709	
Elective Teachers	120,000	183,600	187,272	191,017	194,838	
Other (Specify in Assumptions)	30,000	30,600	31,212	31,836	32,473	
<b>Total Instructional Compensation</b>	<b>615,000</b>	<b>994,500</b>	<b>1,388,934</b>	<b>1,671,403</b>	<b>1,704,831</b>	

**Non-Instructional Staff**

Clerical Staff	-	-	46,818	47,754	48,709	
Custodial Staff	-	-	-	-	-	

Operations	-	56,100	57,222	58,366	59,534
Social Workers/Counseling	-	56,100	57,222	58,366	59,534
Other (Specify in Assumptions)	-	-	-	-	-
<b>Total Non-Instructional Compensation</b>	-	112,200	161,262	164,487	167,777
Other Compensation	28,250	28,815	29,979	31,814	34,437
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
<b>Total Compensation</b>	<b>963,250</b>	<b>1,553,715</b>	<b>2,100,375</b>	<b>2,398,308</b>	<b>2,448,260</b>

**Employer Benefits & Taxes**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Social Security	59,722	96,330	130,223	148,695	151,792
Medicare	13,967	22,529	30,455	34,775	35,500
State Unemployment	6,000	9,600	12,800	14,400	14,400
Disability/Life Insurance	-	-	-	-	-
Workers Compensation Insurance	4,816	7,769	10,502	11,992	12,241
Other Fringe Benefits	-	-	-	-	-
Medical Insurance	68,850	112,363	152,814	175,354	178,861
Dental Insurance	4,590	4,682	4,775	4,871	4,968
Vision Insurance	3,060	3,121	3,184	3,247	3,312
TCRS Certified Legacy	-	-	-	-	-
TCRS Certified Hybrid	57,893	92,098	127,702	153,290	156,534
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	48,000	62,730	78,030	79,591	81,182
Other Retirement	-	-	-	-	-
<b>Total Employer Benefits &amp; Taxes</b>	<b>266,897</b>	<b>411,222</b>	<b>550,486</b>	<b>626,214</b>	<b>638,791</b>

**Assumption Notes**

Social Security	59,722	96,330	130,223	148,695	151,792	
Medicare	13,967	22,529	30,455	34,775	35,500	
State Unemployment	6,000	9,600	12,800	14,400	14,400	
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	4,816	7,769	10,502	11,992	12,241	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	68,850	112,363	152,814	175,354	178,861	
Dental Insurance	4,590	4,682	4,775	4,871	4,968	
Vision Insurance	3,060	3,121	3,184	3,247	3,312	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	57,893	92,098	127,702	153,290	156,534	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	48,000	62,730	78,030	79,591	81,182	
Other Retirement	-	-	-	-	-	

**Operating Expenses**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
<b>Annual Expense Increase</b>	0.00%	2.00%	2.00%	2.00%	2.00%
<b>Cumulative Increase</b>	100.00%	102.00%	104.04%	106.12%	108.24%

**Assumption Notes**

<b>Contracted Services</b>						
Professional Development	\$650	9,750	\$15,912	\$21,640	\$24,832	\$25,329 per FTE
Financial Services	\$74	7,326	\$14,945	\$22,404	\$29,684	\$30,278 per student
Audit Services	\$30	2,970	\$6,059	\$9,083	\$12,034	\$12,275 per student
Legal Fees	\$5	495	\$1,010	\$1,514	\$2,006	\$2,046 per student
Copier Lease and Usage	\$60	10,940	\$22,318	\$28,569	\$39,986	\$40,786 per student + \$5,000 per copier
Internet and Phone Service	\$16,500	16,500	\$16,830	\$17,167	\$17,510	\$17,860 per year
Cell Phone Service	\$332	4,973	\$8,115	\$11,037	\$12,664	\$12,918 per FTE
Payroll Services	\$68	1,020	\$1,665	\$2,264	\$2,598	\$2,650 per FTE
Health Services	\$0	-	\$0	\$0	\$0	-
Transportation	\$34,250	-	\$69,870	\$106,901	\$145,385	\$148,293 per bus
IT Services	\$15,000	15,000	\$15,300	\$15,606	\$15,918	\$16,236 per year
Contracted SPED Services	\$190	18,810	\$38,372	\$57,524	\$76,216	\$77,740 per student
Insurance	\$15,000	15,000	\$15,300	\$15,606	\$15,918	\$16,236 per year
Postal Charges	\$6	594	\$1,212	\$1,817	\$2,407	\$2,455 per student
Bank Charges	\$0	-	\$0	\$0	\$0	-

**Supplies & Materials**

Textbooks and Instructional Supplies	\$140	\$13,860	\$28,274	\$42,386	\$56,159	\$57,282 \$140 per student is adequate because our curriculum is not textbook driven
Education Software	\$37	3,663	\$7,473	\$11,202	\$14,842	\$15,139 per student
Student Supplies	\$120	11,880	\$24,235	\$36,331	\$48,136	\$49,099 per student
Faculty Supplies	\$20	1,980	\$4,039	\$6,055	\$8,023	\$8,183 per student
Library Books	\$20	1,980	\$4,039	\$6,055	\$8,023	\$8,183 per student
Testing & Evaluation	\$20	1,980	\$4,039	\$6,055	\$8,023	\$8,183 per student
Student Laptops	\$265	30,235	\$39,670	\$47,817	\$55,717	\$40,111 per student + cart
Faculty Laptops	\$1,325	25,838	\$21,894	\$24,262	\$20,810	\$15,490 per FTE + 1/3rd refresh
Office Supplies	\$50	4,950	\$10,098	\$15,138	\$20,057	\$20,458 per student
Printing Paper	\$100	9,900	\$20,196	\$30,276	\$40,114	\$40,916 per student
Marketing Materials	\$40	3,960	\$8,078	\$12,110	\$16,045	\$16,366 per student

Student Uniforms	\$25	2,475	\$5,049	\$7,569	\$10,028	\$10,229	per student
Gifts & Awards - Students	\$110	10,890	\$22,216	\$33,303	\$44,125	\$45,008	Per student. Includes field trips and student store
Gifts & Awards - Teachers and Staff	\$0	-	\$0	\$0	\$0	\$0	-
Health Supplies	\$5	495	\$1,010	\$1,514	\$2,006	\$2,046	per student
<b>Facility Related Expenses</b>							
Rent	\$0	-	\$0	\$0	\$0	\$0	-
Utilities	\$0	31,625	\$50,200	\$68,500	\$120,000	\$122,400	per year
Custodial	\$0	24,150	\$35,600	\$48,000	\$66,500	\$67,830	per year
Waste	\$0	-	\$0	\$0	\$0	\$0	-
Faculty Furniture	\$50,000	-	\$0	\$52,020	\$53,060	\$54,122	replacement furniture, per year
Student Furniture	\$0	-	\$0	\$0	\$0	\$0	-
Internet/Network Equipment	\$0	-	\$0	\$0	\$0	\$0	-
Other Equipment	\$0	-	\$0	\$0	\$0	\$0	-
Building Decorum	\$20	1,980	\$4,039	\$6,055	\$8,023	\$8,183	per student
Tenant Improvements	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	12,500	\$16,200	\$16,854	\$17,886	\$19,360	Security, per year
Other	\$0	24,150	\$35,600	\$37,800	\$40,000	\$40,800	Maintenance, per year
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
<b>Other Charges</b>							
Staff Recruitment	\$200	3,000	\$3,060	\$3,060	\$3,060	\$3,060	per FTE
Student Recruitment & Community Engagement	\$3,000	3,000	\$3,060	\$3,060	\$3,060	\$3,060	per year
Parent & Staff Meetings	\$12	1,188	\$2,424	\$3,633	\$4,814	\$4,910	per student
Authorizer Fee	\$0	55,554	\$113,329	\$169,891	\$225,097	\$229,599	4% of BEP
Other	\$30,000	30,000	\$30,600	\$30,600	\$30,600	\$30,600	per year; KIPP licensing fee
<b>Debt Service</b>							
Other	\$0	405,900	\$477,700	\$778,000	\$960,000	\$858,700	Debt service for new facility
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
Other	\$0	-	\$0	\$0	\$0	\$0	-
<b>Total Operating Expenses</b>		<b>820,510</b>	<b>1,199,031</b>	<b>1,808,677</b>	<b>2,281,367</b>	<b>2,184,419</b>	
<b>Total Expenses</b>		<b>2,050,657</b>	<b>3,163,968</b>	<b>4,459,538</b>	<b>5,305,889</b>	<b>5,271,471</b>	

**KIPP Nashville Middle School  
New Charter School Application Budget Template  
Year 0 & Years 1 through 5 Summary**

**Revenue Assumptions**

	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
<b>Starting Fund Balance</b>	-	290,218	552,730	1,138,431	1,496,938	2,422,398
State Revenues	-	1,416,618	2,889,901	4,332,224	5,739,974	5,854,773
Federal Revenues	333,333	396,550	459,768	185,821	241,376	241,376
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	100,000	500,000	400,000	300,000	250,000	200,000
<b>Total Revenues</b>	<b>433,333</b>	<b>2,313,169</b>	<b>3,749,669</b>	<b>4,818,045</b>	<b>6,231,350</b>	<b>6,296,149</b>
Staffing	110,000	963,250	1,553,715	2,100,375	2,398,308	2,448,260
Employer Benefits & Taxes	29,561	266,897	411,222	550,486	626,214	638,791
Contracted Services	954	103,378	226,907	311,131	397,159	405,102
Supplies & Materials	2,600	124,086	200,311	280,073	352,108	336,693
Facility-Related Expenses	-	94,405	141,639	229,230	305,469	312,695
Other Charges	-	92,742	152,473	210,244	266,631	271,229
Debt Service	-	405,900	477,700	778,000	960,000	858,700
<b>Total Expenses</b>	<b>143,115</b>	<b>2,050,657</b>	<b>3,163,968</b>	<b>4,459,538</b>	<b>5,305,889</b>	<b>5,271,471</b>
<b>Net Income</b>	<b>290,218</b>	<b>262,512</b>	<b>585,701</b>	<b>358,507</b>	<b>925,460</b>	<b>1,024,678</b>
<b>Ending Fund Balance</b>	290,218	552,730	1,138,431	1,496,938	2,422,398	3,447,076

### 3.2 Budget Narrative (Attachment O) – MS

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

(a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;

The proposed budget shows a trend of an improving net income as KSNCP-MS reaches full scale in FY28 and the establishment of a strong fund balance in the out years. In the growth stages as the school reaches full scale, KSNCP-MS will utilize funds raised from the KIPP Nashville growth campaign to ensure that the academic and operational model can be sufficiently employed and that the school does not have any monthly cash flow shortages.

(b) An explanation of student enrollment and BEP projections;

<b>Enrollment Assumptions</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>
<b>5th Grade</b>	99	99	99	99	99
<b>6th Grade</b>	0	99	99	99	99
<b>7th Grade</b>	0	0	93	93	93
<b>8th Grade</b>	0	0	0	87	87
<b>Total Enrollment</b>	<b>99</b>	<b>198</b>	<b>291</b>	<b>378</b>	<b>378</b>
<b>Projected BEP Rate</b>	\$14,315	\$14,601	\$14,893	\$15,191	\$15,495

KSNCP-MS will grow by one grade each year, starting in FY25. We assume that in grades 5 and 6, we will fully backfill any open seats which is an assumption based on the demand—and robust waitlist—of KIPP Antioch College Prep Middle. For grades 7 and 8, we will fill classes to 93 and 87 respectively unless lack of attrition drives enrollment above those minimum thresholds. Once KSNCP-MS reaches full enrollment in FY28, we project the school will have 378 students.

Our BEP assumptions are based on the current rate (as of December 2022) of \$10,489. We then project a BEP growth rate of 2% annually which is conservative relative to the ~4-8% BEP rate growth that schools have seen the past three years.

(c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;

<b>Sources of Funding</b>
<b>State Revenue</b>
Basic Education Program
Basic Education Program – Capital Outlay
State Charter Expansion Grants
<b>Federal Revenue</b>
Title I
IDEA
CSP Startup Grant
<b>Fundraising</b>
Growth Campaign Fundraising

Prior to Year 0, KSNCP-MS will apply for the federal Charter School Planning grant through the KIPP Foundation. This grant will be issued through a competitive process. The KIPP Foundation has been very successful in winning this grant for new KIPP charter schools across the country, and we were awarded this grant for KIPP Nashville College Prep Middle School, KIPP Kirkpatrick Elementary Schools, KIPP Antioch College Prep Elementary School, and KIPP Antioch College Prep Middle School. The revenue model assumes the grant will be received in three annual installments of \$333K, starting in FY25.

The primary source of recurring school funding will come from the BEP program and BEP Capital Outlay program. Excluding the CSP funding and any fundraising amounts, this will account for ~95% of total school funding. The school also anticipates the receipt of both Federal Title and IDEA funding.

To date, KIPP’s efforts in Nashville have been actively supported by several foundations including the Scarlett Family Foundation, the Sam Fleming Foundation, the Care Foundation, and the Clarcor Foundation. In addition, several highly supportive individuals have each given over \$100K in the last several years. Finally, local corporations including Asurion have become close partners in helping to fund KIPP Nashville’s mission. This support has positioned the organization to raise over \$500,000 a year to fund the ongoing operations of KIPP Nashville and KIPP Nashville is mid-way through a \$25M fundraising growth campaign to fund the organization’s growth over the next five years. Based on the existing base of donors and the cash requirements to fund the start-up costs of KSNCP-MS during the growth stages as the school builds to capacity, KIPP Nashville is confident with ensuring that it has the necessary contingency funding to support and execute against the educational model and rich set of programs required to deliver on its mission.

(d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);

**Salaries and Benefits:**

- Excluding debt service, Salaries and Benefits account for ~70% of total expenses. In Year 0, we anticipate hiring one Principal and subsequently adjusting the administrative and operational staffing structure accordingly with growth (i.e. Dean/Director level positions) while increasing student-interfacing positions proportionately with enrollment increases (i.e. Teachers, Special Education, Interventionists, etc.). We are using a 2% Cost of Living Adjustment (COLA) factor.
- In aggregate, benefits—including FICA, SUI, Workers Compensation, Health insurance, and TCRS/Metro Government retirement benefits—are ~25% of compensation for KSNCP-MS, which is in line with our other KIPP Nashville schools.
- In addition, KIPP Nashville Regional costs from our School Support Team will be allocated on a per student basis to each school within the KIPP Nashville network. Once KSNCP-MS reaches

full scale, this allocation will be in excess of \$500K.

**Contracted Services:**

- Professional Development: The school has budgeted \$650 per staff member per year.
- Financial Services: The school has budgeted \$74 per staff member per year to account for payroll management.
- Audit Services: The school has budgeted \$30 per student per year for our auditor;.
- Copier Lease and Usage: The school has budgeted \$60 per student related to copier usage (and paper usage) per year. We also included an assumption that the need for copiers increases proportionately with enrollment growth.
- IT Services: KSNCP-MS will outsource its IT services. We have assumed that this will be \$15,000 per year, increasing by COLA.
- Contracted SpEd Services: KSNCP-MS will outsource aspects of its special education support to a provider. We have budgeted \$190 per student, which at full scale equates to \$72K annually for Contracted SpEd.
- Insurance: The school has budgeted \$15K per annum for insurance, which includes General Liability and Property Insurance, amongst other policies.

**Supplies and Materials:**

- Textbooks: The school has budgeted \$140 per new student for textbooks, with the assumption that textbooks will need to be refreshed every five years.
- Education Software: The school has budgeted \$37 per student for education software.
- Student Laptops: The school has budgeted \$265 per new student for student laptops, with the assumption that the refresh cycle for laptops occurs every three years.
- Faculty Laptops: The school has budgeted \$1,325 per new FTE for faculty laptops, with the assumption that the refresh cycle for laptops occurs every three years.
- Office Supplies: The school has budgeted \$50 per student for Office Supplies.
- Gifts and Awards—Students: As part of the school's School Culture, the school has budgeted \$110 per student for Gifts and Awards.

**Facilities:**

- Utilities: The school has budgeted \$122,499K, increasing by COLA each year, for utilities.
- Custodial: The school has budgeted \$67K, increasing by COLA each year, for custodial services.
- Faculty Furniture: The school has budgeted \$50K, increasing by COLA, for the purchase and replacement of faculty furniture.
- Internet/Network Equipment: The school has budgeted \$40K per annum, increasing by COLA for the installation and replacement of network equipment, including wireless access points, cabling, etc.
- Building Maintenance: The school has budgeted \$40K per annum, increasing by COLA, for recurring building maintenance.
- Transportation Expenses: The school anticipates having a busing program and we have budgeted ~\$34K per bus route managed at the regional level
- Depreciation: Depreciation related to our capital and facility investments is not currently included in the charter application.

**Other:**

- Authorizer Fee: The school has budgeted ~\$55K per annum for its annual authorizer fee.

**Debt Service:**

- The school has assumed that it will incubate at our future high school and ultimately purchase its own facility and that there will be a commensurate amount of interest expense per annum. The new debt service would be for a new building.

(e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;

KIPP Nashville's fiscal policies and procedures are included in Attachment F.

(f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;

The school has contracted with an auditor to complete the financial and internal control audit for the school to be submitted to its authorizer by December 31 each year.

(g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;

All KIPP schools are part of the same KIPP Nashville 501(c)(3) and therefore share the same governing board, the KIPP Nashville Board of Directors. Each school's budget is managed by a school-based Director of Operations and overseen and guided by the SST finance team. The CFO directly reports to the Executive Director and the is a Board-directed Finance Committee, to which the CFO reports six times per year. The CFO reports to the Board of Directors four times per year.

(h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;

KIPP Nashville does outsource payroll and benefits management to Your CFO to GO and has maintained that partnership for nearly 10 years.

Additionally, KIPP Nashville contracts with Level Field Financial Consultants to support on long term financial and real estate planning.

(i) The level of financial expertise of the proposed school's internal and external team members;

**Dan Gennaoui, Chief Financial Officer**

Dan Gennaoui serves as the current CFO for KIPP Nashville and has been in the role for the last 3 years. He was previously the Chief Operating Officer at KIPP Nashville. Prior to joining KIPP, Dan managed operations for six elementary schools in Brooklyn, NY as part of Uncommon Schools. Dan is also a former middle school teacher having taught in the Bronx, NY and New Orleans, LA. Dan earned his MBA from Columbia Business School and has a master's degree from Bank Street College of Education. He earned his bachelor's degree from Cornell University.

**Katie Foley, Financial Controller**

Katie Foley serves as the financial controller at KIPP Nashville, working to ensure compliance and accurate reporting of financial matters and federal funding. Before KIPP, Katie was an accounting lead of charter school and healthcare clients at LBMC W Squared, managing the outsourced monthly financial statement presentation, and was also an assurance staff at EY. Katie earned her bachelor's degree in accounting and marketing and a master's degree in accounting from The University of Alabama and is a Certified Public Accountant.

**Cordarell Cobb: Manager of Accounting**

Cordarell Cobb serves as the manager of accounting for KIPP Nashville overseeing accounting systems, transactions, vendor management and preparation of financial statements. Cordarell additionally serves in the Army National Guard with a specialization in human resources. Before joining KIPP Nashville, Cordarell was an accountant at Bridgestone. He earned a bachelor's degree in business administration from Tennessee State University and an MBA from the University of Phoenix.

(j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;

The school has access to a \$2.5M line of credit that it can utilize for any projected cash flow shortage. Regionally, KIPP Nashville has embarked on an aggressive growth campaign as it expands and has raised committed funds of \$15M out of its goal of \$25M that KSNCP-MS will have access to; a portion of these fundraising dollars will be deployed during the growth stages of the school. Lastly, KIPP Nashville has accrued significant reserves over the last 5 years that can be utilized to support the school as needed. Certainly, if the funding landscape changed very significantly in a negative direction, we would re-evaluate the overall program to ensure a sustainable and effective program for the long run.

(c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

The school budget includes significant levels of services for high needs students including a paraprofessional. Were the needs to exceed to current budgeted allotment, the KIPP team would pull upon a shared fund through specifically for special needs students

## MNPS School Enrollment and Utilization

	Oct. 17/18	Oct. 18/19	Oct. 19/20	Oct. 20/21	Oct. 21/22	Proj. 22/23	25-26 Projection	30-31 Projection	Capacity	22/23 Utilization	5 yr Utilization
<b>Antioch Cluster</b>											
J E Moss Elementary School	839	763	764	695	706	655	701	719	755	86.8%	92.8%
Lakeview Design Center	590	571	561	559	574	562	617	629	640	87.8%	96.4%
Mt. View Elementary	669	682	685	702	683	700	901	927	735	95.2%	122.6%
Thomas A. Edison Elementary School	727	718	804	613	609	554	682	701	656	84.5%	104.0%
Smith Springs Elementary School	611	625	647	668	667	693	738	753	828	83.7%	89.1%
Una Elementary School	796	743	715	680	630	667	693	710	773	86.3%	89.7%
<b>Elementary Cluster Totals</b>	<b>4,232</b>	<b>4,102</b>	<b>4,176</b>	<b>3,917</b>	<b>3,869</b>	<b>3,831</b>	<b>4,332</b>	<b>4,439</b>	<b>4,387</b>	<b>87.3%</b>	<b>98.7%</b>
Apollo Middle School	828	839	814	762	724	694	568	458	843	82.3%	67.4%
J. F. Kennedy Middle School	786	793	807	775	819	790	679	702	899	87.9%	75.5%
Margaret Allen Middle School	444	426	490	430	391	292	336	299	551	53.0%	61.0%
<b>Middle School Cluster Totals</b>	<b>2,058</b>	<b>2,058</b>	<b>2,111</b>	<b>1,967</b>	<b>1,934</b>	<b>1,776</b>	<b>1,583</b>	<b>1,459</b>	<b>2,293</b>	<b>77.5%</b>	<b>69.0%</b>
Antioch High School	2,047	1,961	1,963	1,890	2,046	2,098	2,047	2,013	2,075	101.1%	98.7%
<b>Antioch Cluster School Totals</b>	<b>8,337</b>	<b>8,121</b>	<b>8,250</b>	<b>7,774</b>	<b>7,849</b>	<b>7,705</b>	<b>7,962</b>	<b>7,911</b>	<b>8,755</b>	<b>88.0%</b>	<b>90.9%</b>
<b>Cane Ridge Cluster</b>											
A.Z. Kelley Elementary School	805	840	854	740	737	723	870	893	833	86.8%	104.4%
Cane Ridge Elementary School	1,023	581	601	604	643	627	643	658	785	79.9%	81.9%
Cole Elementary School	808	743	763	802	814	759	786	803	781	97.2%	100.6%
Eagle View Elementary School		503	642	629	635	588	609	623	783	75.1%	77.8%
Henry Maxwell Elementary School	648	592	591	571	558	534	634	650	658	81.2%	96.4%
<b>Elementary Cluster Totals</b>	<b>3,284</b>	<b>3,259</b>	<b>3,451</b>	<b>3,346</b>	<b>3,387</b>	<b>3,231</b>	<b>3,542</b>	<b>3,627</b>	<b>3,840</b>	<b>84.1%</b>	<b>92.2%</b>
Antioch Middle School	772	765	787	661	642	672	687	698	742	90.6%	92.6%
Marshall Middle School	917	935	948	877	813	736	642	643	911	80.8%	70.5%
<b>Middle School Cluster Totals</b>	<b>1,689</b>	<b>1,700</b>	<b>1,735</b>	<b>1,538</b>	<b>1,455</b>	<b>1,408</b>	<b>1,329</b>	<b>1,341</b>	<b>1,653</b>	<b>85.2%</b>	<b>80.4%</b>
Cane Ridge High School	1,856	1,734	1,852	1,794	1,901	1,990	2,002	1,867	1,722	115.6%	116.3%
<b>Cane Ridge Cluster School Totals</b>	<b>6,829</b>	<b>6,693</b>	<b>7,038</b>	<b>6,678</b>	<b>6,743</b>	<b>6,629</b>	<b>6,873</b>	<b>6,835</b>	<b>7,215</b>	<b>91.9%</b>	<b>95.3%</b>
<b>Charter Schools</b>											
Aventura						120	300	955	955	12.6%	31.4%
Intrepid	492	574	699	890	827	870	860	860	889	97.9%	96.7%
Knowledge Academy HS	288	356	161	147	181	212	200	462	462	45.9%	43.3%
KA @ The Crossings	202	306	190	117	103	146	150	420	420	34.8%	35.7%
KIPP Nashville ES (Antioch) - State		100	297	450	566	704	700	700	700	100.6%	100.0%
KIPP Nashville MS (Antioch) - State			125	250	396	528	528	528	528	100.0%	100.0%
Nashville Collegiate Prep - State					470	415	700	700	700	59.3%	100.0%
Rocketship 3						550	550	550	560	98.2%	98.2%

Note: The highlight indicates that MNPS has approved capital funding to add capacity (new school, expansion, or land purchase).

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## **KIPP Nashville Middle School**

A Proposed Metropolitan Nashville Public Charter School

Charter School Application

# **KIPP** **Nashville**

Work hard. Be nice. Be honest.

April 2, 2012

For questions or additional information, please contact:

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## Section I – Executive Summary

This section should be no more than three pages long and serve as a concise explanation of the proposed charter school. It should include the following:

- The proposed school’s name, total grade levels to be served, grade levels upon opening and growth plan (if the school does not open with all proposed grade levels)
- Provide a rationale for this enrollment plan, including your reasons for choosing to serve the specified grades, the extent to which the proposed charter school’s grade configuration aligns with the district priorities as outlined in the Letter of Intent, and the pattern of growth over time, including assumptions for each grade regarding student attrition.
- Vision and mission statements including a brief explanation of how they were created.
- A short explanation of key programmatic features the school will implement in order to accomplish its vision and mission.
- Demographics of student body to be served, such as key demographic data, targeted geographic area, other schools already serving the targeted population.
- How the proposed school will effectively serve the targeted population
- Any other unique features, such as a non-traditional school year, longer school day, school culture, etc.
- Name any key partner organizations and explain the relationship
- Evidence of community need for a school such as the one proposed.

KIPP Nashville, with this application, proposes a 5-8 grade college-preparatory school that will target high-needs communities that currently have limited access to rigorous, college-prep instructional programs. The proposed school will address the need in MNPS for schools with innovative approaches to limited resource allocation and distribution, schools that show a commitment to diversity, and will address the achievement gap between students in the Nashville areas. The middle school described herein will align with the MNPS priorities by/through:

- A viable plan to address the needs of economically disadvantaged students and close the achievement gap;
- Increasing high school graduation rates for students at risk of not graduating;
- A focus on middle school students’ academic achievement and the transition to high school;
- Using high quality assessments designed to measure the learning of critical concepts and are aligned with Tennessee State Standards and Common Core Standards;
- Management and leadership capability to overcome initial start-up problems and establish a fiscally viable school;
- Increasing the acquisition, adoption and use of professional development systems that provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness; and,
- Demonstrated use of data to make instructional decisions.

### School Overview

#### *Vision and Mission*

KIPP Nashville Middle School (KNMS) will be part of the highly successful national network of Knowledge is Power Program (KIPP) schools that provide college preparatory education to more than 32,000 students in 109 schools located in 20 states and the District of Columbia. More than 85% of KIPP students, nationally, are eligible for the federal free and reduced-price meals program and more than 95% are African American or Hispanic/Latino. KNMS will be the second site in the KIPP Nashville region of schools (KIPP Nashville

Collegiate High School, which was approved in 2011 by MNPS, will open in 2014), building on the success of KIPP Academy Nashville (KAN).

The vision of KIPP Nashville, the non-profit entity that will oversee the operations of KNMS, is that every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

The mission of KNMS is to cultivate in our students the academic and character skills needed for them to succeed in high school, college and life beyond. These mission and vision statements were formed by the KIPP Nashville leadership team in conjunction with the KIPP Nashville Board of Directors.

### *Enrollment and Growth Plan*

KNMS will serve grades 5-8, growing one year at a time with a focus on accepting students in fifth grade. The KIPP network has a history of success in opening high performing middle schools, which serve students in grades five through eight. Not only will KNMS offer a more supportive approach to the challenging middle school grades by starting with fifth grade, the school will grow slowly with one grade at a time. This strategy ensures the school can maximize its chances of establishing a strong, healthy, learning culture. This, in turn, greatly increases the school’s likelihood of success in improving the abilities and habits of all students. Growing one grade level each year minimizes the amount of variation attributed to new staff, new curriculum, and new students. The benefits of this strategy are proven and are at the core of every KIPP school’s successful track record.

Through experience, successful KIPP schools have found that approximately 350 students is the maximum number that a school leader can effectively serve. Research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.<sup>1</sup> For this reason, KNMS will start with 96 students, allowing new students to fill opened seats in the sixth grade up to a total of 94 students, with an enrollment assumption each subsequent year of 90% retention for a total of 350 students at capacity in year 4.

Grade Level	Number of Students					
	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017	At Capacity 2016
5	96	96	96	96	96	96
6		94	94	94	94	94
7			84	84	84	84
8				76	76	76
Total	96	190	274	350	350	350

### *Target Communities*

KNMS will open with the support of KIPP Nashville in northeast Nashville and will primarily serve students in the Maplewood, White’s Creek, Hunter’s Lane, and Stratford Clusters. It is anticipated, based on census data, that the student population at KNMS will look much like that of KAN (which serves an adjacent geographic area): 85-90% of students qualify for free/reduced lunch, 88% of students identify as African American, 8% identify as Hispanic, 3% white, 1% “other”, and 7% qualify for ELL services, 12% qualify for SPED services.

<sup>1</sup> William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000).

*Need for the School*

KNMS will be open to all students throughout the MNPS district who are eligible for enrollment in an MNPS school; however, the school’s recruitment efforts will be focused on, and the goal is to provide a high-quality school option for, students who live in the attendance areas that feed Maplewood, Stratford, White’s Creek and Hunter’s Lane high schools. In 2011, these four high schools served over 4,000 students, yet only 68 seniors earned college-ready<sup>2</sup> ACT scores. In fact, Tennessee is one of the lowest achieving states on the ACT, with an average ACT composite score that is higher only to that of Mississippi (and is, therefore, outperformed by 48 states). This area has been chosen because of the community’s demographics, which are primarily low-income families with limited higher education attainment; and its schools, which are currently under-performing or demonstrate significant gaps in student achievement based on race and/or socio-economic status.

Many of the schools serving these communities are in improvement status, and TCAP data from the schools in this target area also reveal lower overall student performance than that of MNPS peers and students throughout the state. This speaks to the need in these communities for a high-quality school option that will prepare all students not just for graduation from high school, but graduation from college. KNMS will provide an instructional program geared toward supporting students who may require more significant intervention to be prepared for college success.

*Strategies for Success*

KNMS will accomplish its mission of providing students in these communities a path to college by adhering to KIPP’s Five Pillars (High Expectations, Choice and Commitment, More Time, Power to Lead, and a Focus on Results—Section II for more information) and by setting rigorous performance goals that align with a set of six guiding questions. The school will be characterized by the following elements of high-performing schools:

- Rigorous, standards-based, college preparatory curriculum
- Longer school day and school year
- Strong behavioral management system
- A school culture of academic achievement
- Committed and driven teachers

These characteristics are foundational to the model KNMS will implement, with standards-based curriculum and assessments; extended school day, week and year, as well as strategies to increase instructional time within the school day; a behavioral management system that utilizes positive reinforcement and frequent parent communication to facilitate seamless support of appropriate behavior; a school culture that is focused on preparing students for success in college and beyond; and a staff of committed, driven teachers who are developed to engender superior results from their students and retained and rewarded when they do so.

*KIPP Network*

KNMS will benefit from the support of KIPP—a national network of high-performing schools that are closing the achievement gap in urban and rural high-needs districts throughout the country. Through the KIPP Foundation, KNMS will have access to research to demonstrate efficacy of common KIPP strategies, formal structures for sharing best practices and lessons, professional development, school quality reviews, stakeholder surveys and related tools, development resources, staff recruitment and selection, leadership training, and frameworks for excellence.

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<sup>2</sup> <[http://www.washingtonpost.com/blogs/answer-sheet/post/2011-act-scores-show-problems-with-college-readiness/2011/08/16/gIQABKu4JJ\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/2011-act-scores-show-problems-with-college-readiness/2011/08/16/gIQABKu4JJ_blog.html)>.

KNMS will also be uniquely positioned to build on the success of KAN through the support of the regional school support center. KIPP Nashville provides cohesive support to all KIPP schools within the Metropolitan Nashville area. The KIPP Nashville School Support Center will provide instructional, operational, and development support, in addition to an array of other services that will benefit KNMS students.

## Section II – Academic Program – Key Design Elements and Curriculum

The charter applicant should provide a concise overview of the proposed charter school’s key design elements, i.e. those aspects of the school critical to its success. Explain how these elements will allow the school to achieve its mission with the student populations it serves and how the educational program will increase student achievement and decrease student achievement gaps, especially in students with disabilities and English language learners. Provide research or examples of existing programs to support your claims.

### *Evaluation Rubric*

An excellent program will demonstrate the following qualities related to the Academic Program:

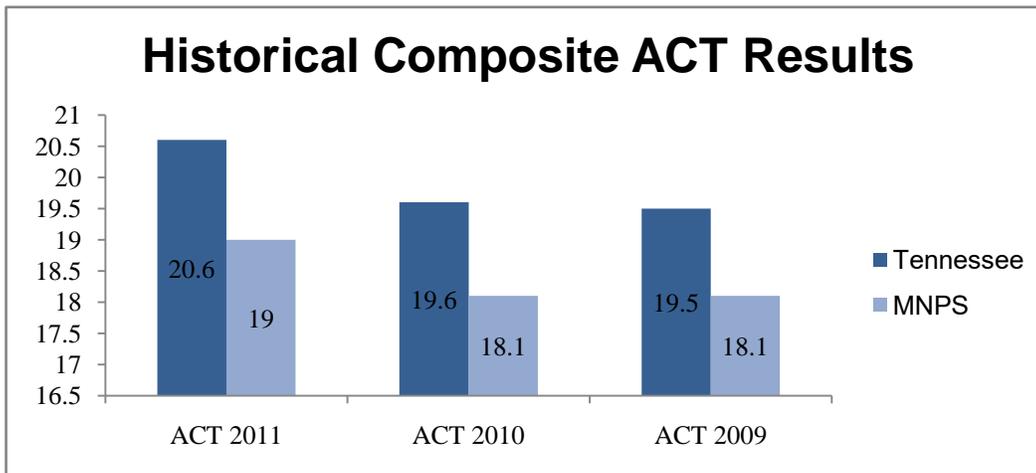
- The curriculum framework is clearly presented, aligned with the school’s vision/mission and provides an appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.
- The curriculum presented is supported by research, by applicant experience and/or sound reasoning behind its selection.
- Evidence is provided that the educational program is a good match for the intended student population.
- A clear outline of how the school will monitor the implementation of the curriculum. The plan identifies a timeline, a lead contact and specific action steps.
- The school day and school calendar are structured in ways that align with the academic program. The calendar and daily schedule reflect the minimum number of days required by state law.
- A convincing plan for ongoing curriculum development (e.g., revision of standards and benchmarks, improvement of curriculum alignment and assessment development) and performance management is in place for use in data-driven decision making.
- A plan for the development, mentorship, retention and regular evaluation of staff that is manageable and is clearly linked to the school’s mission and educational program, including a timeline, lead contact and specific action steps.
- Evidence that the school staff will be held to high professional standards.

### *Target Student Population*

KNMS will be open to all students throughout the MNPS district who are eligible for enrollment in an MNPS school; however, the school’s recruitment efforts will be focused on, and the goal is to provide a high-quality school option for students who live in the attendance areas that feed Maplewood, Stratford, White’s Creek and Hunter’s Lane high schools. It is the vision of KIPP Nashville to provide all students in Nashville with a seat in a high-performing, college-preparatory school. Like other KIPP schools throughout the country, KNMS will be focused on providing a diverse group of students who are at-risk or from high-needs communities with the support necessary to get to and through college. The data from the target communities reveals a stark reality for most of its students: few adults who have had access to higher education, poverty-stricken neighborhoods, and low-performing schools. KNMS will offer a different reality by implementing a model explicitly designed to meet the needs of students who are not already on-track for high school graduation and college. Every aspect of the KNMS plan has been designed to ensure that students who may be behind grade-level in core content areas and are not meeting proficiency standards upon enrollment have the skills and values necessary to get to and through college.

The target area has been chosen because of the community’s demographics, which are primarily low-income families with limited higher education attainment, and its schools, which are currently under-performing or demonstrate significant gaps in student achievement based on race and/or socio-economic status. As the table

below shows, the average composite score of MNPS students on the ACT is lower than that of Tennessee, which is even lower than the national average. With a minimum composite score of 21 required by most four-year colleges, these scores demonstrate a need for greater academic support if MNPS students are going to be prepared to get into and graduate from college. Overall, achievement data for MNPS is lower than that of Tennessee, which compares less favorably to other states throughout the nation. It is the goal of KNMS to focus on the communities within MNPS that currently have the lowest averages for student achievement: the north and east region of Nashville, comprised primarily of the 37206, 37216, 37207, 37218, 37189, 37080, 37072, 37138, 37075, and 37115 zip codes.



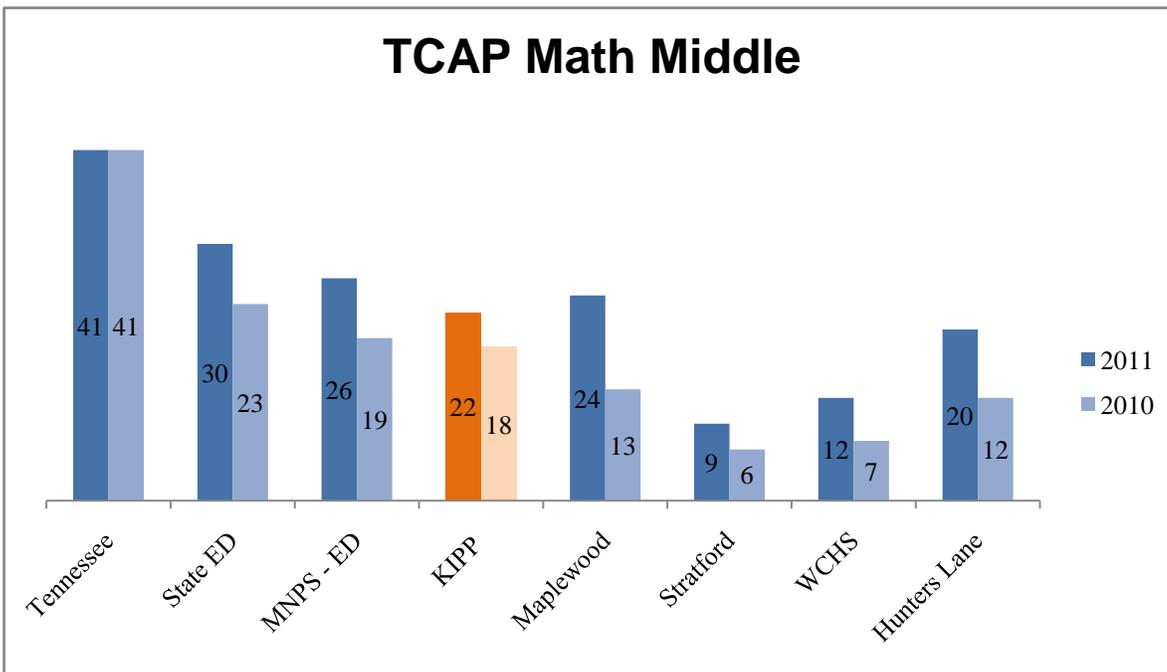
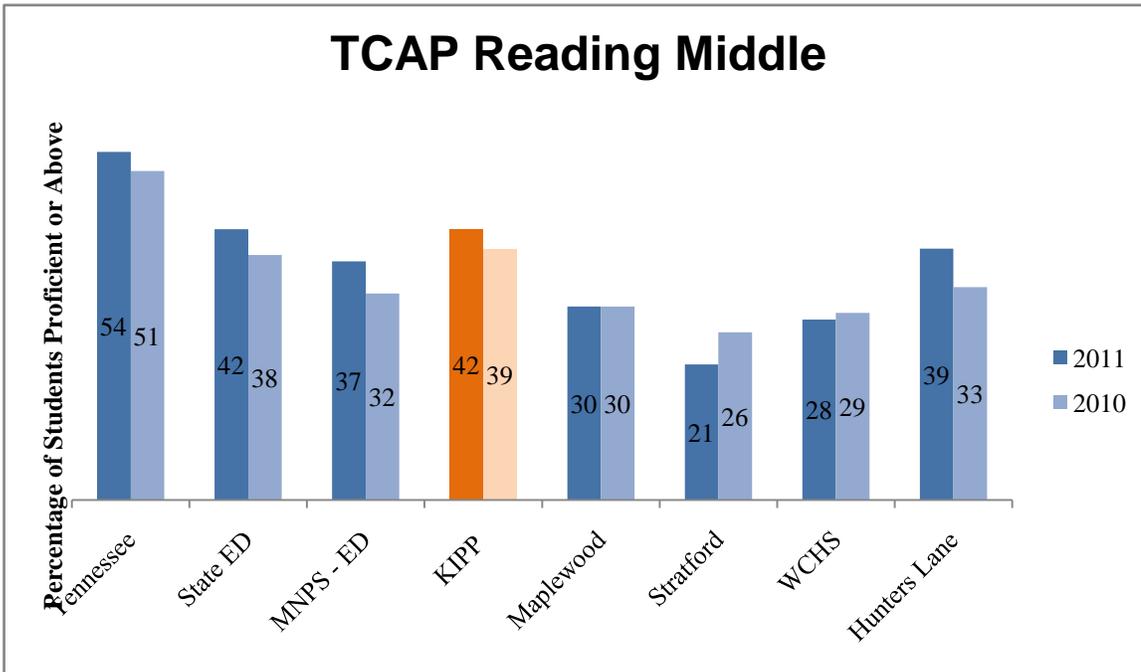
Perhaps more importantly, the families that are choosing KIPP for their students often have the lowest performing students. Although KAN is open to any student residing in the MNPS district and actively recruits in north and east Nashville communities that have large populations with low socio-economic status and ethnicities under-represented in four-year universities, many students who are enrolling in KIPP are choosing the school because they have been unable to attain success in their traditional school. The table below, sorted by Tennessee Comprehensive Assessment Program (TCAP) reading proficiency rates, shows the percentage of students currently enrolled in MNPS middle schools in 2011 who scored proficient or above in the reading and math portions of the TCAP when they were in 4th grade. KAN students have the third lowest percentage of students who scored proficient or above in 4th grade on the math and reading, of all middle schools (charter and traditional) in the MNPS system. In fact, there are 37 middle schools in MNPS with higher percentages of students who scored proficient or above on the 4th grade TCAP than KAN. This is a clear indication of the fact that families whose students have not been successful are choosing KIPP Nashville schools to prepare their students for college.

*4th Grade TCAP Data Organized by Middle School Currently Serving Students*

School	Reading	Math
Smithson-Craighead Academy Middle	11%	18%
Cameron College Prep	15%	14%
KIPP Academy	16%	11%
LEAD Academy	16%	10%
Jere Baxter Middle School	17%	12%
McMurray Middle	17%	6%
Wright Middle	17%	13%
Gra-Mar Middle	18%	21%
Margaret Allen Middle School	21%	26%
Neely's Bend Middle	21%	21%
Bailey STEM Middle Magnet	22%	20%
Madison Middle	22%	15%
J.F. Kennedy Middle	23%	24%
Apollo Middle School	24%	16%
Brick Church Middle School	24%	21%
Joelton Middle	25%	15%
Thurgood Marshall Middle	27%	26%
Nashville Prep	27%	16%
Isaac Litton Middle	28%	23%
I.T. Creswell Middle Arts Magnet	30%	29%
Goodlettsville Middle	30%	22%
Liberty Collegiate Academy	30%	19%
Donelson Middle School	31%	31%
DuPont Tyler Middle	32%	22%
Antioch Middle School	34%	27%
STEM Preparatory Academy	34%	21%
Two Rivers Middle	34%	28%
Haynes Middle Health/Medical Science	35%	29%
New Vision Academy	38%	9%
H.G. Hill Middle	39%	34%
DuPont Hadley Middle	41%	32%
East Literature Magnet Middle	43%	29%
Croft Middle Design Center	45%	44%
Bellevue Middle School	51%	49%
Henry Oliver Middle	51%	34%
Rose Park Middle Math/Science Magnet	58%	42%
West End Middle	59%	46%
Head Middle Magnet	63%	62%
J.T. Moore Middle	74%	64%
Meigs Middle Magnet	89%	82%

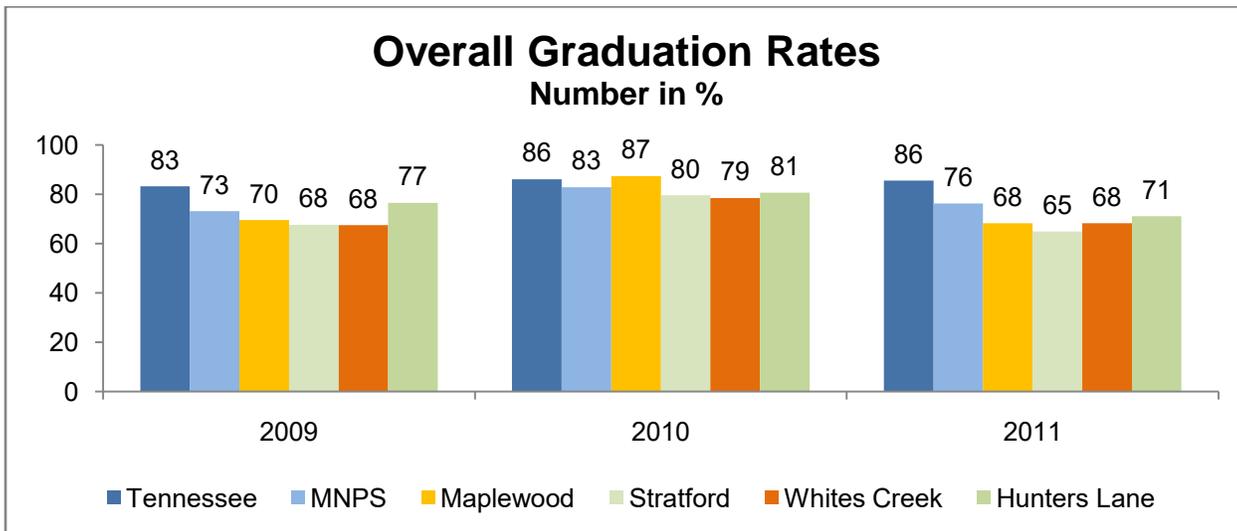
*Academic Need*

The schools currently serving this area of Nashville have a history of low performance, with many in improvement status. TCAP data from the schools in this target area also reveal lower overall student performance than that of MNPS peers and students throughout the state. This speaks to the need in these communities for a high-quality school option that will not only prepare all students for college, but provide an instructional program geared toward supporting students who may require more significant intervention to be prepared for college success. The tables below compare the percent proficient on the 2010 and 2011 TCAP exams for students at KAN with students at middle schools in northeast Nashville high school clusters.



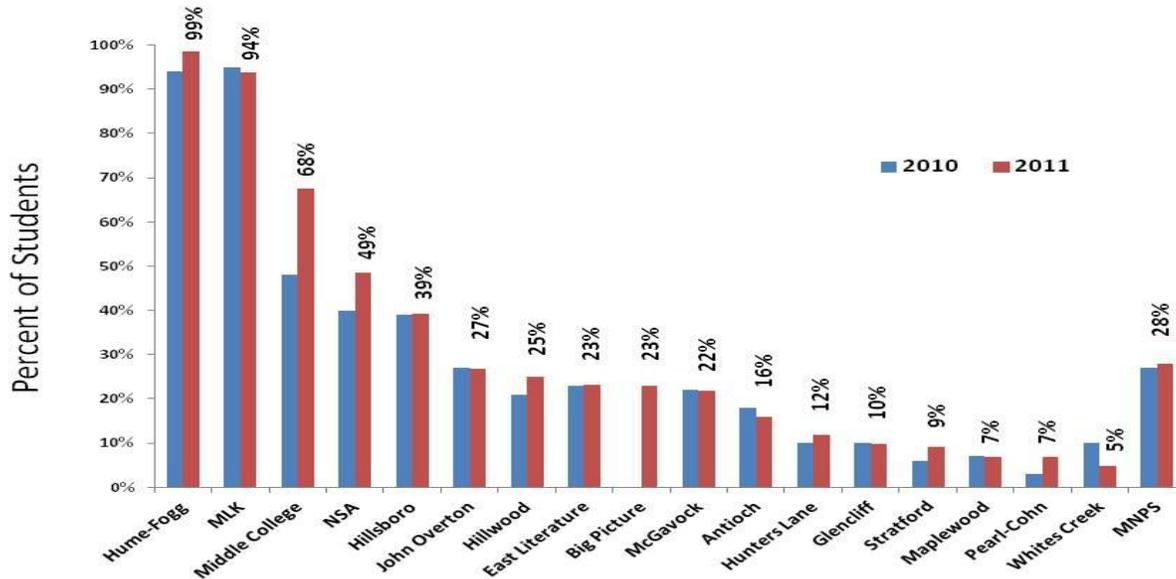
*Graduation Rates*

In 2011, the state of Tennessee changed the way it calculates on-time graduation rates, allowing only four years and a summer school for all students. Prior to 2011, graduation rates were calculated using the National Governors Association (NGA) formula, in which most students had to graduate within four years and a summer school, but ELL and special education students were given five years. Of Nashville’s 18 public high schools, the high schools in Northeast Nashville had four of the five lowest graduation rates in 2011, ranging from 64.9% (Stratford) to 71.1% (Hunter’s Lane). These low rates reflect not only on the performance of these high schools, but also reflect the overall low performance expectations of schools in this region of Nashville.



In addition to their low graduation rates, the high schools in northeast Nashville are adequately preparing very few of their students with the skills needed to be ready for success in college. The chart below, taken from the Nashville Area Chamber of Commerce’s 19th Annual Education Report Card, shows that high schools in northeast Nashville currently have among the city’s lowest percentages of students scoring 21 or higher on the ACT.

Percent of MNPS Class of 2011 Scoring 21+ on ACT



*KNMS Target Population and Demographics*

As the table below shows, the majority of families that live in the target attendance zone have a lower median household income than that of the city and state, a significant minority population, and low percentage of adults who have completed college.

2000 Census Data			
	Average of Target Zip Codes	Nashville	Tennessee
African-American, %	53.4	21.6	16.4
Asian, %	1.1	2	1
Hispanic, %	6.9	4.2	2.2
Whites, %	38.3	72.2	80.2
Other/two races, %	2.8	3.8	2.1
Children under 18, %	27.4	23.7	24.6
Household Income, Median	32,158	52,375	43,517
College, over 25, %	14.8	21	12.8

By providing the families of northeast Nashville a high-quality, college-preparatory school, it is the goal of KIPP Nashville to positively impact the community as a whole and provide a school option for families who are currently primarily served by under-performing schools.

**Curricular Overview**

Because all students at KNMS are being prepared for college acceptance, graduation, and leadership, all students – regardless of skill level – will participate in rigorous academics with a focus on college level reading, writing and speaking. All students will be expected to successfully complete the rigorous KNMS promotion

requirements that will make them successful in college-prep high schools and competitive applicants to the college or university of their choice upon graduation from high school.

### *Standards-Based Curriculum and Alignment*

KNMS will base all of its curriculum and instruction on the newly revised Tennessee Curriculum Frameworks that are guided by effective national standards, such as those developed by the Common Core State Standards, the National Council for Teachers of English (NCTE), the National Council for Teachers of Mathematics (NCTM), the National Assessment of Educational Progress (NAEP) framework, the American Diploma Project, and the ACT Benchmarks for college-readiness. The adoption of the Common Core standards in the 2014-15 school year will inform the scopes and sequences of math and reading at all grade levels, and the quarterly benchmark assessments in reading and math will also be revised to align with the adoption of these national standards.

During the academic year prior to the opening of KNMS, the CAO and school leader will revise the scope and sequence for KIPP Nashville schools, which breaks content standards into an appropriate annual pacing guide for each content area and grade level, into detailed pacing guides that are aligned to the standards listed above and tailored to the unique population KNMS will serve. (See the implementation timeline in Attachment Z for more information about when this will occur.) These pacing guides will inform the instructional planning in which teachers and administrators engage during the two weeks of professional development and training in June. KNMS teachers will participate in instructional planning training sessions led by the CAO and the school leader and will then work in content teams to formulate related essential questions that, in conjunction with the pacing guides, will inform their planning of instructional units. Summer PD will also spend considerable time walking teachers through the alignment of TN standards to Common Core State Standards for ELA and math in the 2013-14 school year and then through the adoption of Common Core State Standards in 2014-15, to ensure all instructional staff understand the new standards and are prepared to use them to guide their instruction.

Unit and weekly plans, guided by the standards-driven pacing guides described above, will be developed by staff with the guidance of the assistant principal, CAO, and school leader, and using the approach outlined in *Understanding by Design* by Wiggins and McTighe. (A sample lesson plan template is included as Attachment H.) Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in three states that focus on the following questions:

- Stage 1: Identify desired results. What is worthy of or requires student understanding?
- Stage 2: Determine acceptable evidence. What is evidence of understanding?
- Stage 3: Plan learning experiences and instruction. What learning experiences and teaching methods will promote understanding, interest and excellence?<sup>3</sup>

Teachers will participate in weekly one-on-ones with assistant principals to review their weekly assessment data, proposed weekly assessment for the following week, and all lesson plans that will precede the assessment. This allows for weekly coaching from instructional leadership to insure teachers have the tools they need to effectively plan using the scope and sequence and data for all lessons. School-wide instructional priorities (outlined below) will provide the framework for lesson planning to ensure lessons are not only standards-aligned, but rigorously preparing students for critical thinking and ownership of their learning.

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<sup>3</sup> Wiggins, G. and McTighe, J. *Understanding by Design*. Association for Supervision and Curriculum Development: 2005.

*Instructional Priorities*

KIPP Nashville has established three major instructional priorities, which will drive instruction at KNMS in the same way they do other KIPP Nashville schools. The instructional priorities come from the KIPP Framework for Excellent Teaching and serve as guidelines for effective lesson planning to ensure learning is happening as the result of teaching. The instructional priorities are, in part, used to measure lesson planning before the lesson has been delivered and as a reminder throughout the administration of a lesson to ensure students are not just mastering standards, but being prepared to be successful in college and life beyond. The three instructional priorities are alignment, put the thinking on kids, and all of us will learn.

*Alignment*

Alignment is manifest when:

- Planning is aligned, and:
  - Unpacks all state and college preparatory standards to be mastered, then backwards plans, sequencing them into manageable units of learning;
  - Writes an aligned, interactive agenda that provides opportunities for introduction to new material, guided practice, and independent practice.
- Execution is aligned, and:
  - Delivers content in a well-organized, clear, accessible manner.
- Assessment is aligned, and:
  - Plans regular and unit assessments that are appropriately spiraled, scaffolded, and differentiated;
  - Assesses all students against learning objectives each day to inform daily teaching.

*Put The Thinking On Kids*

This priority is demonstrated when a teacher:

- Actively develops a growth mindset in students: take risks, admit confusion, make and learn from mistakes;
- Uses questions to push students to apply knowledge and skills up and down Bloom’s Taxonomy;
- Lowers the ratio of student-teacher: student talk by fostering dialogue and evaluating one another’s ideas, and;
- Develops cooperative learning and partner structures that allow for students to dialogue, debate, and create without the teacher’s presence.

*All Of Us Will Learn*

This priority is demonstrated when a teacher:

- Actively develops a growth mindset in students: take risks, admit confusion, make and learn from mistakes;
- Breaks down complex content and thinking processes into accessible parts for students;
- Breaks down student data to help drive student achievement and growth;
- Constantly checks student engagement and appropriately adjust the format and execution of the class to increase engagement;
- Checks for understanding and mastery of the objective by all students throughout each lesson, using the data to correct misconceptions immediately, and to inform what she will do next to help them learn, and;
- Circulates and responds to student work in real-time, working as needed with individual students and small groups during independent practice to differentiate teaching and ensure student mastery.

### *Instructional Materials*

Because each teacher will be responsible for collaboratively developing curriculum within the scope and sequence provided by the KIPP Nashville Chief Academic Officer, teachers will have flexibility with the materials they use. All teachers will start the year with a budget to buy their favored manipulatives and instructional materials to extend learning. Core texts and curricular materials will be determined by the staff in summer planning, with the guidance of the school leader and CAO. In some content areas (such as math intervention and social studies), the core texts have been pre-determined to support the staff in using the most effective materials available. Pre-determined core materials may be adjusted if the school leader and/or staff identify materials that are better suited for their students. Those pre-determined core materials are included in the overview of content areas below.

## **Core Content Overview**

### *Mathematics*

The math program at KNMS utilizes a constructivist approach, which guides students in using their prior knowledge as a foundation upon which new skills are built and related. A focus on critical thinking and higher order thinking skills in the context of mathematical skill-building prepares students with a toolbox for mathematical problem-solving that can be applied to new problems. Math instruction is approached as an opportunity to teach essential critical thinking and analysis skills. Using the constructivist approach, teachers guide students to build number sense, analyze and find patterns, and defend answers. With one math teacher per grade level and all math teachers meeting together to plan collaboratively as a content team, vertical teaming facilitates consistency across grade levels in expectations, explanation, and practice.

Through a common lesson plan format, the math department will structure its lessons so that students spend the first 12-20 minutes of the introduction to new material with students engaged in constructing their own knowledge. This part of the lesson can take many forms, such as the teacher leading the students to perform the skill without the skill actually being named, the teacher posing a problem and students solving with hands-on manipulatives, or the students determining a definition, property or rule from examples or counter examples. The teacher then leads students to cement and clarify the new knowledge through note taking and practice. In addition to building critical thinking processes, this approach fosters authentic engagement in the lesson for the purpose of mastery and meaning.

Students will receive at least 90 minutes of math daily with leveled math interventions aligned to student assessment data for up to 35 additional minutes daily. The curriculum uses Glencoe McGraw-Hill Math Connects texts as the primary resource, supplemented by materials from Envision Math and Saxon Math. Manipulatives available for inclusion in the math classroom include base 10 blocks, spinners, counters, algebra tiles, geometric solids, fraction circles, and fraction tiles.

The math intervention pullouts will be driven by student assessment data and use the Pearson Key Math materials as core curriculum to build foundational skills in 5th and 6th grade. In 7th and 8th grade, math intervention is also aligned to the specific skills and standards each student needs to master. Students may choose to come to an intervention class or be assigned based on assessment data. This approach will build on the general math class every student takes daily, providing intensive support and differentiation to ensure all students can master standards, even if they enter the school behind grade-level in math. For students with exceptional math skills, this additional support will provide time to reinforce skills and participate in math enrichment.

All 8th graders take the Algebra I EOC at the end of their 8th grade year. This is possible by catching 5th and 6th grade students up to grade level, then pushing them beyond in 7th grade, so that in 8th grade, they are

prepared to succeed in a combined 8th grade math and Algebra I course. Students who pass the Algebra I EOC are then ready to start 9th grade with geometry. A significant algebra component is integrated into the 8th grade math scope and sequence so that those students who are able to place out and can start high school math at a higher level.

See Attachment R for an overview of math standards to be covered in each grade level.

### *English/Language Arts*

The English/Language Arts curriculum will be a major focus of the instructional program at KNMS. Because reading and writing are foundational to all content areas and the majority of students expected to enroll at KNMS will be behind grade level in reading and writing skills, KIPP Nashville has identified ELA as a primary focus and the curriculum and schedule reflect this priority. During the upcoming year, the Fisher Fellow will work with the CAO to make final decisions about the following schedule and staffing model. Students will spend nearly 200 minutes a day, 5 days a week engaged in ELA curriculum (with one 90-minute segment dedicated to exploring social studies content as a vehicle for ELA standards). This time includes an explicit reader's workshop block, providing time for flexible grouping arranged by assessment data, and organizing small group instruction to address specific standards.

Although individual teachers will define and hone each specific curriculum, the fundamental elements of reading fluency, reading comprehension, writing, listening, speaking, and presentation will all be covered in each English-Language Arts classroom. Students will learn the fundamentals of reading, grammar, spelling, the writing process, public speaking, note taking, and will learn to identify social and cultural influences and differences in writing. Students will work together to revise, edit, and present papers and other presentations.

The foundation of the ELA instructional strategies are borne out of the Reading and Writing Project from the Columbia University Teachers College approach to teaching reading and writing. The Reading and Writing Project was established more than ten years ago to provide materials and support to schools throughout the country that were interested in using the strategies and tools developed through the highly-successful Teachers College Reading and Writing Project at Columbia University. The Reading and Writing Project provides literacy professional development, instructional materials and assessment tools to schools throughout the United States and throughout the world. The initiative is led by Lucy Calkins, author of more than twenty best-selling books, and the foremost authority on literacy development in this country today. The parent organization, the Teachers College Reading and Writing Project, is located at Teachers College, Columbia University, and has for three decades been the premier provider of literacy professional development for schools in New York City and beyond. Instructional formats and materials from Teachers College, including the reader's and writer's workshop constructs and related materials, will be the core framework for the reading and writing periods that meet daily in all grades. Teachers College materials and strategies (as conveyed through professional development from Teachers College) will guide ELA instruction to provide programming that provides instruction for students to grow them from where they are to where they need to be. Because these strategies will be implemented in a mixed group setting, students participate in meaningful conferences with teachers and can provide feedback that will shape future instruction. Authentic engagement is facilitated because all students can access the reading materials at their literacy level.

Grade-level texts, through which ELA standards are being addressed, are selected by the grade-level ELA teachers as a team, creating horizontal teaming, and students' differentiation is facilitated through scaffolding along with teachers' support of small groups and individual students during the reader's workshop/intervention period. The scope and sequence, pacing guide and quarterly benchmark assessments for each grade level are

established by the KIPP Nashville CAO and adjusted to reflect the unique needs of KNMS students. See Attachment G for a sample scope and sequence.

A focus on literacy extends beyond the balanced literacy approach to social studies content through ELA standards embedded in the Social Studies curriculum. In addition, grade level teams will meet frequently to identify key ELA standards that need to be reviewed in other content areas. Consistency in expectations around ELA standards in all grade levels will be a focus of grade level team meetings. For example, all content teachers will have the same expectations for appropriate use of vocabulary, correct spelling of words, and even conventions in listening and speaking. Because all teachers in a grade level will have consistent expectations about what students should be working on (in regards to ELA standards), students will have multiple opportunities throughout the day to practice the same skills and will have clear messaging about what is expected. KNMS will promote literacy across all subject areas by reinforcing a “writing across the curriculum” approach and by providing a reading-intensive program in subjects such as social studies and science. Through coaching and observations by the CAO and school-based instructional leadership, along with staff-wide cooperative planning, specific literacy skills can be addressed across content areas as data dictates. Skills that will be reinforced in all areas include reading fluency, reading comprehension (e.g., identifying the main idea, recognizing details, analyzing tone, sequencing, etc.), writing (e.g., drafting, revising, editing, peer editing), and speaking (e.g., speech giving, class presentations, group work).

Reading intervention will be manifest in flexible grouping to organize small groups of students who are working on the same skills and/or reading on the same level during the daily reader’s workshop period. As students master skills and move on to higher reading levels, their groupings may be adjusted to ensure instruction during this period is targeted to the specific goals of each student. All students read a leveled text through reader’s workshop. Because students’ reading levels are regularly assessed and students are aware of their reading level, they select high-interest, leveled texts to practice their reading skills in reader’s workshop. In addition to the differentiation happening in class through reader’s workshop, the daily reading intervention block allows extra time for the ELA teachers to pull small cohorts of students for additional phonics or guided reading instruction.

Curriculum standards for English/language arts are based on the common core standards for ELA and are outlined in Attachment R.

### *Science*

The science program at KNMS utilizes a constructivist approach in parallel with the math program. Teachers design experiences to help students discover new content on their own as opposed to asking them to memorize facts. This approach provides students with higher levels of engagement, more opportunities to address common misconceptions, and stronger higher-order thinking skills.

Science teachers use the same common lesson plan format as math teachers. Teachers begin class by posing a scientific question to their students such as: Can water vapor change back into liquid water? How does energy travel through a food chain? How do pulleys make work easier? Students then spend the first 15-30 minutes of the introduction to new material engaged in constructing their own knowledge. They may do a hands-on activity or watch a video and make observations. The class comes to the answer to the scientific question, writes notes, and practices using their new knowledge in different contexts.

Students who struggle in science are encouraged to stay after school for tutoring or call their teacher for help in the evenings.

The science staff works closely together to insure that content is aligned across grade levels. Students study science methods, life science, physical science, earth science, and engineering each year so that by the time they leave KNMS they have a solid foundation in each discipline. KNMS’s science curriculum will parallel student development in mathematics. As students progress from fifth through eighth grade, they will perform more in-depth analyses of labs and experiments. This advanced course work will provide students with proficiency and confidence in sciences well beyond grade level, while serving to synthesize their algebra and critical thinking skills. Instead of textbooks, teachers are given a budget to purchase supplies for hands-on activities, including materials like FOSS Kits.

Science standards are aligned to the Tennessee Performance Standards and are outlined in Attachment R.

### *Social Studies*

In each grade level, students will interpret, evaluate and analyze social studies content through writing. The following are guidelines used in each grade. The content and standards for writing in each grade level are determined by the ELA content standards for that grade.

Text Types and Purposes	<ul style="list-style-type: none"> <li>• Write arguments focused on discipline-specific content.</li> <li>• Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>• Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
Production and Distribution of Writing	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</li> </ul>

Research to Build and Present Knowledge	<ul style="list-style-type: none"> <li>• Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Draw evidence from informational texts to support analysis reflection, and research.</li> </ul>
Range of Writing	<ul style="list-style-type: none"> <li>• Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>

In conjunction with the writing standards outlined above, the social studies department will focus on six different strands: culture, economics, geography, civics, history and social studies. Students will explore these six strands through the study of world history and geography, United States history, and Tennessee history and heritage. As mentioned above, literacy standards are integrated into social studies for a balanced literacy approach. Because social studies standards are taught in concert with non-fiction reading strategies and writing skills, students learn to use meaningful details from primary and secondary sources to draw conclusions, form strong thesis statements, and answer historically relevant questions with an argument supported by details from sources. In this way, students focus on textual analysis and response in writing to access social studies content. While each grade level addresses a unique piece of content, the same themes carry through all four grades. Students will study the relationships between culture, economics, geography, governance and civics, and history.

In fifth grade, students learn United States History, from the Civil War to present day, with an emphasis on Tennessee's and influential Tennessean's places in history. In sixth grade, students address the same five social studies themes in a World History survey class. In seventh grade, students examine how human and physical geography impact the five themes in a World Geography class. Finally, in eighth grade, students circle back to US History, from the beginnings of America as a nation through the Civil War and Reconstruction. Students refine their writing, listening, and speaking skills as a means of studying and analyzing the five themes within each grade level's content. Students focus on writing arguments to support claims as well as explanatory and informative texts. As part of the listening and speaking curriculum, they interpret and analyze information presented in various media formats as well as orally present claims supported by an organized description of evidence. This incorporation of ELA standards into social studies allows students to learn and apply ELA standards using authentic sources, as well as deepen their understanding and evaluation of the social studies content.

The following texts are used to anchor instruction in each grade level:

Grade	Content	Text
5th	US History, Civil War to Present	Houghton Mifflin Social Studies, United States: Civil War to Today
6th	World History	Prentice Hall, The History of Our World, the Early Ages
7th	World Geography	Pearson, My World Geography
8th	American History	Prentice Hall, America, History of Our Nation

In addition to the anchor texts outlined above, teachers have access to Jackdaw primary source kits and photo collections. Analyzing primary sources in concert with secondary sources builds students' evaluation, analysis and synthesis skills.

Social studies standards to be addressed are aligned to Tennessee Performance Standards and are outlined in Attachment R.

### *Enrichment*

All students will participate in physical education and arts programming as part of the regular school day at least three times per week. This enrichment will be aligned to state standards as applicable, and PE and arts staff will participate in data analysis and PD with other instructional staff to ensure their lessons and standards are aligned. In addition, where appropriate, target standards in literacy and math may be integrated into the PE and arts curricula to provide additional opportunities to revisit standards using a different instructional approach. Examples of how this may be manifest include: revisiting numeracy concepts through investigations of sheet music and rhythms within time signatures, literacy development through review of health materials, geometric problem solving in soccer, etc. PE is a non-optional enrichment class that all students will participate in throughout the week. Arts programming will also require participation from all students, but the arts programming to be offered (music, visual arts, theater, etc.) will depend on student/family interest and the availability of staff who are the best fit for the school. See Attachment S for the daily schedule for students, which includes enrichment for all students in grades 5-8.

### *Values-Based Character Education/Studentship*

The backbone of the KNMS culture and curriculum will be a comprehensive, values-based character education program. Rather than limit character education to one period a day or one day a week, character education will be integrated into the curriculum and culture in a pervasive way that creates consistent reinforcement and practice of the values that will get KNMS students to college. Optimism, zest, grit, curiosity, social intelligence, gratitude, and self-control will all be the focus of the character education program and the myriad ways the culture is reflected of these school values (see Section VII for more information about these values and why they are important for KNMS students). The character education program will utilize the school's core values as measures of a student's success, with specific behaviors and habits outlined for each value that students would earn "paycheck" deposits or deductions for demonstrating throughout the day. A myriad of opportunities are organized throughout the day and year for students to be recognized for demonstrating those values, from weekly student values rewards, to "shout outs" from teachers when they see students demonstrating values, to special privileges for students who have demonstrated a specific value consistently.

From the school behavior management plan and "paychecks" that track and reward appropriate behaviors, to the literature selected for English/language arts units, the core values of the school will be present in every facet of KNMS's operation. Character education will be explicitly addressed in weekly grade-level meetings and daily homeroom meetings, as well as summer school and Saturday school, with all students learning and practicing the values in orientation. The common language and consistency of expectations will make the pervasiveness of character education at KNMS effective.

KNMS founders firmly believe that more than academic skills alone are needed to maximize students' potential in high school, college, and the world beyond. In the words of David Levin, founder of KIPP Academy New York, "The experiences of KIPP Academy New York and KIPP Academy Houston have taught us that academics without character is useless; students will have the skills but lack the motivation to use them. Character without academics is hollow; students will have the motivation but not the ability to use it. Together,

they have the power to transform lives.” At KNMS, instruction focused on teaching academic and character skills in tandem will develop self-motivated, competent, lifelong learners.

In addition to character education, KNMS students will develop their “studentship:” the skills and habits necessary for them to become competitive scholars for the duration of their educational career. Organized under college-readiness standards (identified by the ACT/College Board as skills necessary for students to get to and through college) and integrated into each of the content area scope and sequence pacing plan, these skills will be reviewed and practiced to effectively prepare students for college-bound habits and behaviors. As a component of this guidance, all students will develop specific social skills necessary to succeed in society, including but not limited to:

- Making and maintaining eye contact
- De-escalating conflict
- Shaking hands in a proper manner
- Addressing adults and peers appropriately and respectfully
- Understanding where and when responses are appropriate

Although many teachers argue that time spent in class discussing character virtues is time that could be better spent doing algebra or discussing the French Revolution, KIPP students achieve amazing academic results in large part because the schools focus on the character development. This point is well illustrated in the following quote from a New York Times article<sup>4</sup> that described a visit to KIPP Gaston College Preparatory School.

*The first thing you notice about the school is how quiet it is. The kids are absorbed in their studies and except for the low roar of conversation in the cafeteria during lunch, or the enthusiastic screeching of band practice, you hardly hear a sound.*

Borrowing from the title of this article, the students at KIPP Gaston College Preparatory School have a “chance to learn” precisely because they are taught to have a quiet respect for the speaker at all times. Though the school’s staff must spend time planning, teaching, and reinforcing this virtue, the result is that all students can focus on, and learn from, the teachers and one another without having to struggle through the noise that plagues many disruptive middle school classrooms. Due in part to its focus on character development, KIPP Gaston College Preparatory School (GCP) became the 6th highest performing public middle school in the entire state of North Carolina in 2003 and in 2004 GCP was named an Honor School of Excellence by the state of North Carolina.

The story of KIPP Gaston College Preparatory School is not unique. Throughout the KIPP family of schools, including here in Nashville, one can find ample evidence that academic success results from a school’s commitment to character education.

### **Instructional Strategies**

The educational philosophy of KNMS is based on the belief that graduation from college is the best way each student can maximize his or her academic, professional and personal potential. College provides a means for deepening academic and personal experiences, building personal and professional relationships, and broadening perspectives that open up opportunities and enable an array of choices that are unavailable to students who do not graduate from college. Thus, KNMS will deliver an educational program that will allow its students to develop academic and character skills and traits needed to graduate from college and lead a life of opportunity and choice.

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<sup>4</sup> Bob Hebert, “A Chance to Learn,” *The New York Times*: December 16, 2002

KNMS will advance its students' knowledge and skills through its overarching comprehensive educational approach based on the KIPP Five Pillars. The Five Pillars are the backbone of all KIPP schools throughout the nation and are the key levers for KIPP's success in closing the achievement gap. KNMS believes all children, regardless of their background, can and will learn with the right foundation and the proper combination of environment and support—this environment and support are manifested by the following pillars:

- **High Expectations.** KIPP Network Schools have clearly-defined and measurable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
- **Choice and Commitment.** Students, their parents and the faculty of a KIPP School have made a choice to be part of the school community. No one is assigned or forced to attend a KIPP School. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
- **More Time.** KIPP schools know there are no shortcuts when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year and summer school mean more time for students in KIPP schools to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.
- **Power to Lead.** The school leaders of KIPP schools are effective academic and organizational leaders who understand that there are no great schools without great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staff changes, allowing them maximum effectiveness in helping students learn.
- **Focus on Results.** KIPP schools are focused unrelentingly on results, including student performance on tests and other objective measures. KIPP Nashville results outpace district averages, do not invite excuses based on demographics, and demonstrate achievement that enables students to compete at the nation's best colleges.

KNMS will utilize a smaller school environment, additional instructional time, remediation time built into the daily schedule, and a host of student supports to enable them to meet the school's high expectations. Students who are still unable to meet expectations will be offered additional supports, including additional coursework to practice skill sets that are lacking, one-on-one or small grouping tutoring and individualized plans for academic growth. The school believes these supports are essential in order for it to groom high achievers who excel academically. Because many of the students who attend KNMS will likely be the first in their family to attend college, may be behind grade level in some classes, and will represent a wide variety of skill-sets and competencies, these supports will be implemented as a part of the basic, required instructional program for all students.

The philosophy of KNMS is informed by research, the experience and learning from KIPP schools, and other high performing “no excuses” schools around the country that consistently prove that all students can achieve at the highest levels if the schools provide the right systems, supports and structures to maximize learning.

The school's educational philosophy and approach, grounded in the KIPP model, is also supported by a growing body of research on urban education and the achievement gap. One of the early groundbreaking pieces of work in this field, *No Excuses: Closing the Racial Gap in Learning*,<sup>5</sup> studied the practices of inner city schools that are beating the statistical odds and producing academic results comparable to those in successful suburban

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<sup>5</sup> Thernstrom, Abigail and Stephan. *No Excuses: Closing the Racial Gap in Learning*. New York: &Schuster, 2003.

school districts. This study, and the others that have since followed,<sup>6</sup> have found that successful urban public schools share common characteristics:

- Rigorous, standards-based, college preparatory curriculum;
- Longer school day and school year;
- Strong behavioral management system;
- A school culture of academic achievement, and;
- Committed and driven teachers.

These characteristics are foundational to the model KNMS will implement, with standards-based curriculum and assessments; extended school day, week and year, as well as strategies to increase instructional time within the school day; a behavioral management system that utilizes positive reinforcement and frequent parent communication to facilitate seamless support of appropriate behavior; a school culture that is focused on preparing for success in college and beyond; and a staff of committed, driven teachers who are developed to engender superior results from their students and retained and rewarded when they do so.

### *High Expectations and Rigorous Curriculum*

KNMS will have clearly-defined and measurable high expectations for academic achievement that make no excuses based on the background of students. All of the students will pursue a rigorous, college-prep academic program that prepares students for a challenging high school academic career. Using a backward-mapped approach from ACT College-Readiness Standards to build on state and common core standards, all students, regardless of their proficiency at baseline, will be expected to meet and exceed state proficiency standards and score competitively on nationally norm-referenced assessments.

The high expectations will be manifest in:

- rigorous curriculum that develops critical thinking skills;
- development of student autonomy and ownership of achievement through student responsibility for understanding their own assessment data and how it informs their goals and habits;
- ambitious growth goals for all students, regardless of their proficiency upon baseline;
- challenging project-based assessments that require students to synthesize skills into practical applications;
- use of academic language in all content areas and grade levels, as well as in the hallways, and;
- demonstration of the school values in all aspects of students' performance and behavior.

The school's educational philosophy is also fully aligned to the recent policy adopted by the Tennessee State Board of Education to strengthen the state's high schools. The school program supports the policy's goals and embraces the following excerpt from the policy:

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.<sup>7</sup>

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<sup>6</sup> See Whitman, D. *Sweating the Small Stuff: Inner City Schools and the New Paternalism*, June 2008, and Matthews, C. *Work Hard, Be Nice*, 2009.

<sup>7</sup> Tennessee State Board of Education High School Policy 2.103 Elements of School-Wide Reform.

<http://www.tennessee.gov/education/assessment/secondary.shtml>

*More Time*

KNMS knows there are no shortcuts when it comes to helping educationally disadvantaged students succeed academically. The school will provide a longer school day, a longer school year and summer school so students can acquire the academic knowledge and skills, as well as broad extracurricular experiences, through community service and the arts that will prepare them for college. Every student will attend school for an average of 8 hours daily, with a 3.5-hour Saturday school once monthly, and a 3-week summer school session.

*Daily Calendar*

During the Fisher Fellowship, the school leader will finalize the daily schedule for KNMS using the instructional minutes and sample calendar below as a guideline for minimum instructional minutes each week. The intent is that KNMS will open its doors at 7:30 AM and will hold classes until 4:00 PM five days a week. The daily schedule for 5-8 graders varies slightly to provide more intensive instruction in literacy and writing for students in the early grades who are new to KIPP. Although the current proposed schedule (Attachment S) might be adjusted to better accommodate staffing and student needs, the following are guidelines for each core content area in all grade levels (and do not include separate, explicit intervention time, which is also built into the daily schedule):

- ELA  $\geq$  120 min
- Math  $\geq$  90 min
- Science  $\geq$  50 min
- Social Studies  $\geq$  50 min

With intervention built into the weekly schedule, staff will have the flexibility to provide students with the support they need in response to the data, thus enabling them to succeed in the school's rigorous academic program. Because intervention is built into the schedule, there is space for all or few to utilize intervention time, and for the interventions provided to be tailored to the needs of the individual students participating. A remediation/tutorial period will provide an additional 35 minutes daily for math or reading intervention for those students who require it (and enrichment for those students demonstrating mastery on all standards). Students struggling in math will receive instruction on foundational math skills, in addition to revisiting standards that haven't been mastered. Students struggling in reading will receive phonics or additional guided reading instruction. Students who are struggling in both math and reading will receive remediation in both during explicit intervention times designated for each content area. Additional time is provided as needed after school for students who require additional interventions. Students may be required, according to their academic performance, to stay after school for small group or one-on-one tutoring to bolster the increase in instructional time in the regular school day.

The following is the proposed schedule for fifth grade:

5th Grade Daily Schedule		
	MWF	TR
7:30-7:55	Breakfast	Breakfast
8-9:30	ELA	ELA
9:30-11	Math	Math
11:00-11:30	Lunch	Lunch
11:30-12:05	Remediation/ CHOIR block*	Remediation/ CHOIR block*

12:05-12:40	Remediation/ CHOIR block	Remediation/ CHOIR block
12:40-2:10	Writing (SS)	Writing (SS)
2:10-3:40	Science	Science (50)
		PE (40)
3:40-3:55	Homeroom	Homeroom
3:55-4:00	Dismissal	Dismissal

Sample schedules for each grade level are included in Attachment S.

### *Saturday School*

KNMS students will attend a Saturday school from 8:30 a.m. to 12:00 p.m. once a month. As with the traditional schedule, the school leader will have an opportunity to create the Saturday school schedule, generally patterned after the following structure. On regular Saturday school days, students will begin with an hour of structured homework club/small group tutoring where students will alternate between working independently on their weekend homework and being pulled out for skill-based tutoring and individualized homework help. The next block of time students will provide enrichment blocks; at this time, community members will be brought in to teach on an area of expertise, such as martial arts, art, step dancing, and Spanish. Saturday school will end with a lunch before noon. Saturday school will provide homework support, additional enrichment activities and a reward for students who worked hard during the week, with adjustments made to the schedule to respond to data accordingly.

As the school grows past year one, the structure of the Saturday school may evolve to further meet the needs of students. For instance, a school band or dramatic troupe may need this extra time to rehearse; a sports team may also use this time for inter-school matches or for practices. Rather than a structured homework hall at the beginning of the Saturday school, students in the 7th and 8th grades will have a KIPP Through College (KTC) class, where they will learn test-taking strategies, take practice SSAT / PSAT exams or work on their high school applications. As the KNMS alumni base grows, the KTC program will expand to provide alumni with extra help on their high school coursework or on the college application process.

### *Annual Calendar*

In addition to a longer school day, the school will operate approximately 191 instructional days, including eight Saturdays and ten days for summer school. The additional time offered by the longer school day and year will be critical to the success of KNMS's students. In order to serve families who also have students in MNPS, KNMS will schedule breaks at similar times as MNPS. The school will also offer a summer school program to all of its students.

There is significant research that supports implementing a longer school day and longer academic year. The 1994 landmark report, *Prisoners of Time*<sup>8</sup>, released by the National Education Commission on Time and Learning, asserted that a school year of 180 six-hour days is no longer enough to provide an effective education to all students. The report identifies time as a key lever in academic achievement, stating, "Used wisely and well, time can be the academic equalizer." Since then, schools across the country – including all KIPP schools – have designed longer school days to provide more time for their students to learn. There is a growing body of

<sup>8</sup> National Education Commission on Time and Learning. (1994) *Prisoners of Time*. Retrieved August 13, 2010, from <http://www.ed.gov/pubs/PrisonersOfTime/index.html>

research on the “No Excuses” educational model, which also found that successful urban public schools share several common characteristics, one of which is a longer school day and school year.

The additional time in the school day and year will also be scheduled for professional development for teachers, while still providing many more hours of instruction for students. Professional development time will be particularly important as the school develops a new grade level each year. See Attachment S for the proposed annual calendar for the 2013-2014 school year. This schedule will be adjusted to align as closely to the MNPS calendar as possible.

### *Summer School*

All students at KNMS will attend summer school. The summer school session provides students, parents, and teachers with a head start in preparing for the upcoming academic year. The program is not designed as summer school for those students who failed to perform adequately during the regular school year, but rather as an introduction to the upcoming school year and an orientation for incoming students. Students will attend classes for four hours each day for up to three weeks before the official start of the school year in August.

KNMS’s summer session will be divided into three components. The first segment is comprised of staff development, which starts in the beginning of July and runs through student summer school (with staff meetings and PD continuing to happen after students leave at the end of the abbreviated summer school day). The professional development program provides teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers will continue their preparation by designing a curriculum scope and sequence for the fall that will address the specific needs and interests of the students identified during the summer.

The second component of the summer session is brought to life when the students enter the classrooms. During this time, teachers, students, and parents will become acquainted with the school’s procedures and high expectations. After assessing each student’s individual strengths and identifying their goals for the year, teachers will emphasize the basics of reading, English, mathematics, science, and social studies. Because learning can be the greatest intrinsic motivator for students, KIPP teachers will use the summer session to “hook” students through excellent classroom instruction. The summer session will also be a time when the process of team building begins.

The third component of summer school is skills assessments. During summer school, teachers will assess student reading and math skills to determine appropriate remediations and intervention strategies to use at the start of the fall semester. KNMS will also use this information to schedule additional remediation time for students demonstrating significant gaps when assessed during summer school.

Students will be introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students will be welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to KIPP songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children will learn what year they will go to college, and will begin the process of learning how to focus on their short-term, intermediate, and long-term goals to be successful at KNMS and in high school and college.

### *Focus on Literacy*

Because the majority of students who enroll at KNMS are likely to be significantly behind grade-level in reading and unable to meet proficiency standards in ELA on the TCAP, KNMS will implement an intensive approach to literacy. The focus on literacy will be addressed across content areas and with increased

instructional time to address ELA standards in explicit skills-building blocks. In each grade there is both a reading and writing teacher, who share responsibility for the ELA standards. The grade level ELA teachers will plan collaboratively within the established scope and sequence for the year to ensure horizontal alignment and consistency. Nearly two hundred instructional minutes daily will be dedicated to ELA, with explicit blocks each for reading and writing. Embedded in the reading class is a reader's workshop block that will utilize the flexible grouping to organize small groups of students who are focused on building the same target skills. Although the school leader may adjust the schedule to best meet the needs of students and according to staffing, students will participate in the instructional minutes for ELA outlined herein as a minimum. As instructional skills are honed, the school may move to a self-contained ELA approach, matching each ELA teacher with one class they would lead for the entire day.

In addition, KNMS will utilize the reader's and writer's workshop approach to ELA instruction. This research-proven set of strategies allows for greater differentiation to meet students where they are and helps build a more intrinsically motivated love for reading.

Target literacy standards will also be integrated into science and math as appropriate, with grade level teams meeting weekly to, among other things, review how to best approach target ELA standards in other content areas.

### **Implementation of a Proven Model: KIPP**

#### *KIPP's Track Record of Success*

KNMS is modeled after the highly successful Knowledge is Power Program (KIPP), which was launched in 1994 when two teachers founded a fifth-grade public school program in inner-city Houston, Texas. They established the program, in part, because they were determined to prove that all students, regardless of socio-economic background, could perform academically. The program succeeded beyond their greatest expectations and now serves more than 32,000 students in 109 schools located in 20 states and the District of Columbia. More than 85% of KIPP students, nationally, are eligible for the federal free and reduced-price meals program and more than 95% are African American or Hispanic/Latino.

Since the founding of the organization, KIPP has been recognized as one of the country's top urban educational programs, dramatically closing the achievement gap for students from low-income demographic areas. KIPP believes that there are no shortcuts to success and that excellent results require the time-tested combination of long hours, hard work, high expectations and deep commitment. KIPP schools have sustained track records of high student achievement. While less than one in five low-income students attends college nationally, KIPP's college matriculation rate stands at more than 80% for students who complete the eighth grade at KIPP. Additionally, in 2007, nearly 95% of KIPP alumni went on to college-preparatory high schools; collectively, KIPP alumni have earned millions of dollars in scholarships and financial aid.

On June 22, 2010, the Mathematica Policy Institute<sup>9</sup> released its initial findings from a study of KIPP middle schools. Researchers compared data from multiple years for students from 22 KIPP middle schools, along with data from students in non-KIPP public schools in nearby districts. Using this data, Mathematica researchers were able to compare characteristics for KIPP and non-KIPP students; and state assessment outcomes for KIPP students and a set of matched, non-KIPP students from the nearby districts who were similar in terms of demographics, achievement levels, and prior-achievement growth trajectories. Based on their analysis, Mathematica found that:

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<sup>9</sup> Tuttle, The, et al. *Student Characteristics and Achievement in 22 KIPP Middle Schools*. Mathematica Policy Research, Inc. June, 2010. < <http://www.kipp.org/about-kipp/results/mathematica-study>>.

- KIPP schools most often enroll students whose average fourth-grade achievement is lower than the average achievement of students in local district schools.
- KIPP schools typically have a positive, statistically significant, and educationally substantial impact on student achievement. Within two years after entering KIPP, students are experiencing statistically significant, positive gains in 18 of the 22 KIPP schools in math and in 15 of out of 22 KIPP schools in reading.
- Academic gains at many KIPP schools are large enough to substantially reduce race-based and income-based achievement gaps. In three years, one half of all KIPP schools in the study closed one half or more of the black-white achievement gap in math, and one third of the black-white achievement gap in reading.
- There is no evidence that KIPP schools have systematically higher levels of attrition when compared to district schools.

In addition to inspiring students to make tremendous gains on state and national tests, KIPP schools are leading their districts in overall performance and achievement:

- In 2011, KAN posted the highest TVAAS reading growth in the state of Tennessee for all middle schools serving a population of 80%+ students receiving free or reduced price lunch;
- KIPP High School in Houston, TX was ranked #16 in the nation on US News and World Report’s “America’s Best High Schools: Gold Medal List” in December of 2009;
- KIPP schools have been the #1 ranked schools in the following cities: New York, NY; Washington, DC; Baltimore, MD; San Jose, CA and San Lorenzo, CA, and;
- KIPP schools are currently both the #1 and #2 ranked non-selective public schools in New Orleans, LA.

#### *Collaboration within the KIPP National Network*

Although the specifics of instruction are tailored to the unique needs of students enrolled at a specific KIPP site, KNMS will benefit from the support of the national network, research to demonstrate efficacy of common KIPP strategies, and dissemination of best practices in order to offer some of the most innovative, effective instruction in the country. Through KIPP Share, an internet-based platform to capture and share teacher resources across the national network, KNMS teachers will have access to more than 2,000 other KIPP teachers nationally. Using this platform, KNMS will connect and share curriculum, lessons, assessments and teaching methods by subject and grade. In addition, approximately 15 of KIPP’s best teachers in the country are profiled to document (via video) their teaching practices and to capture their strategies for success. Supporting materials these teachers use in their classes (lesson plans, unit plans, homework, class work, etc.) are also available on KIPP Share. The annual KIPP Summit provides another opportunity for KNMS staff to meet with other KIPP teachers and leading education experts from throughout the nation to ensure the most effective, innovative strategies are at the disposal of every teacher at KNMS. In addition, KNMS will utilize the national KIPP Framework for Excellent Teaching to train teachers and provide instructional and professional development support in a consistent way that utilizes proven best practices. The KIPP Framework for Excellent Teaching, implemented nationally at KIPP schools, isolates practices and beliefs causal to student achievement to develop effective teachers who close the achievement gap.

#### *Support of the KIPP Nashville Network*

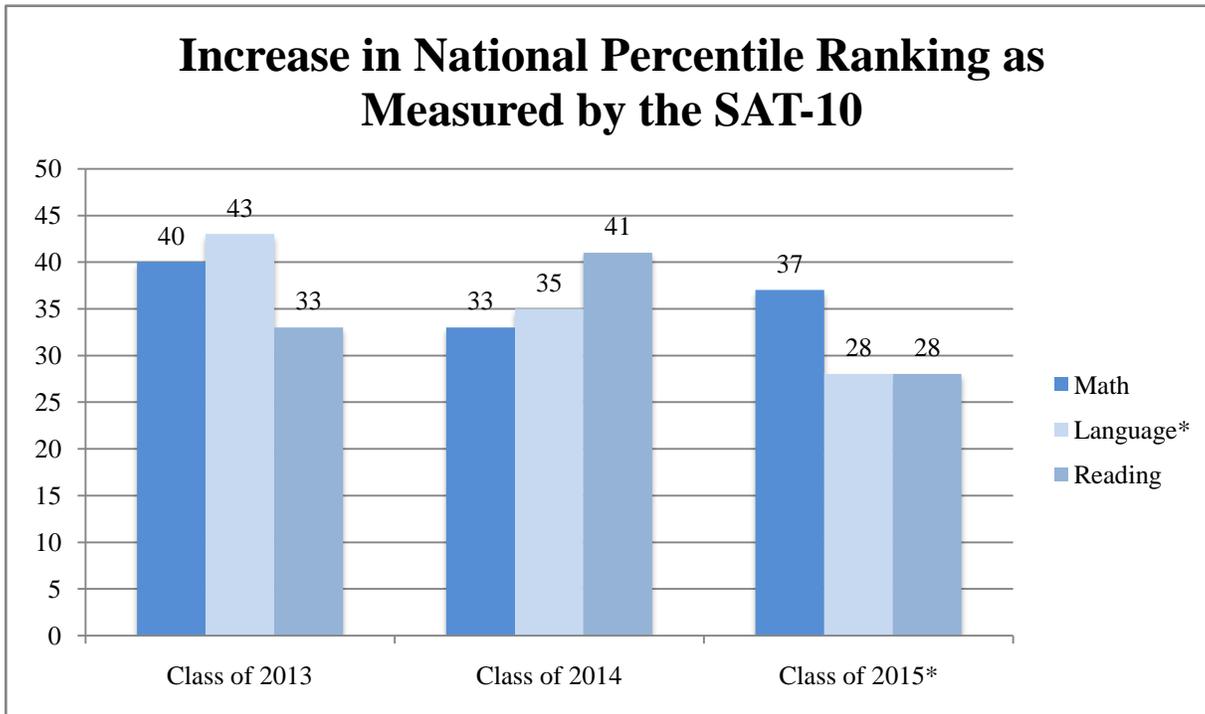
Not only will KNMS have the support of this national network of KIPP charter schools and the KIPP Foundation, it will also be uniquely positioned to build on the success of KAN through the support of a regional school support center: KIPP Nashville. KIPP Nashville utilizes expertise in a number of different areas to provide cohesive support to all KIPP schools within the Metropolitan Nashville area. The KIPP Nashville team that will be in place to support KNMS will be comprised of the following key positions:

- **Executive Director:** Provides strategic direction for the organization, coaches and manages school leaders, serves as the ambassador for KIPP in the community, and ensures the operational sustainability of KIPP Nashville.
- **Chief Academic Officer (CAO):** Oversees effective implementation of academic innovation and professional development. Using authentic and reliable data collection processes in conjunction with school observations and instructional support, the CAO provides leadership of an effective education program at each KIPP Nashville site.
- **Director of Operations:** Leads and manages the school support center which includes finance, operations, human resources, technology, development, communications and facilities. Oversees the expansion of the school support center team and infrastructure. As the school support center grows, a Chief Operating Officer will be added to lead the operations and growth of the network.
- **Director of Development:** Develops and implements the development strategy and fundraising activities including grant writing, communications, donor stewardship, cultivation and relations with private foundations, corporations and individuals.
- **Associate Director of Development:** Supports the Director of Development with all development activity, with a focus on grant writing, compliance and event planning.
- **Director of Finance:** Oversees all financial functions of the organization including strategic planning, budgeting, financial statements, bookkeeping, reporting and compliance, audits, and fiscal policies and procedures. Oversees operational functions within the organization and at the schools including transportation, food service, human resources, recruiting, data and compliance across the region.
- **Knowledge Manager:** Oversees all data management and tracking, ensuring the region is tracking and effectively utilizing all data available to support student success and defines vision for data infrastructure and plans for scaling capabilities to meet the needs of multiple school sites.
- **Director of Talent Management:** Oversees all aspects of performance management to include defining process, timing and management templates. Oversees leadership pipeline and development activities with focus on defining career paths and developing leadership curriculum. Manages the recruiting function for the school support center and schools, with a specific focus on teacher recruitment and retention.
- **Director of KIPP Through College (KTC):** Develops and oversees the implementation of KTC initiatives, including college-readiness curriculum and assessment, parent trainings, college information sessions and visits, support with completion of financial aid, tutoring and support services for KIPP alumni in high school and college

As their titles suggest, each KIPP Nashville team member will be charged with managing a key function for the KIPP Nashville region, ensuring that the school has appropriate support and oversight. This not only leverages expertise on behalf of each school through the staffing retained by the school support center, but provides each school with the support it needs to ensure the school leader and school staff can focus on the success of students. This approach has been demonstrated to facilitate superior student performance in similar urban environs throughout the country where KIPP regional offices have boosted achievement, superseding the excellent results attained by stand-alone KIPP schools.

Moreover, KNMS will benefit from being in the same network as the current KIPP site: KIPP Academy Nashville (KAN). As the second middle school in the KIPP Nashville portfolio schools, KNMS and KAN will be positioned to work together to share information and best practices to best facilitate student success. KAN has produced strong student performance results as a public school within the MNPS system. KAN students consistently enter the 5th grade two to three years behind their peers, scoring at the 2nd grade level in Language, Reading, and Math as measured by the Stanford-10 (SAT-10), a nationally norm-referenced

standardized test. Yet, as a result of KAN’s rigorous approach to education, KAN students make significant academic gains during their time at KIPP. The table below shows the increase in national percentile ranking, as measured by the SAT-10, for each of the cohorts who have been tested pre- and post-KIPP tenure. Note that the percentile increase is from the baseline administration of the assessment (administered upon enrollment in the fall of the fifth grade year) to a spring administration in the eighth grade year, except for the 2015 cohort. This class of 2015 cohort shows the national percentile ranking growth from fall of the fifth grade year to spring of the seventh grade year (the data from the eighth grade year is not yet available). Note that a year-over-year increase of zero would indicate that students are keeping pace with their peers nationally during the course of a year.

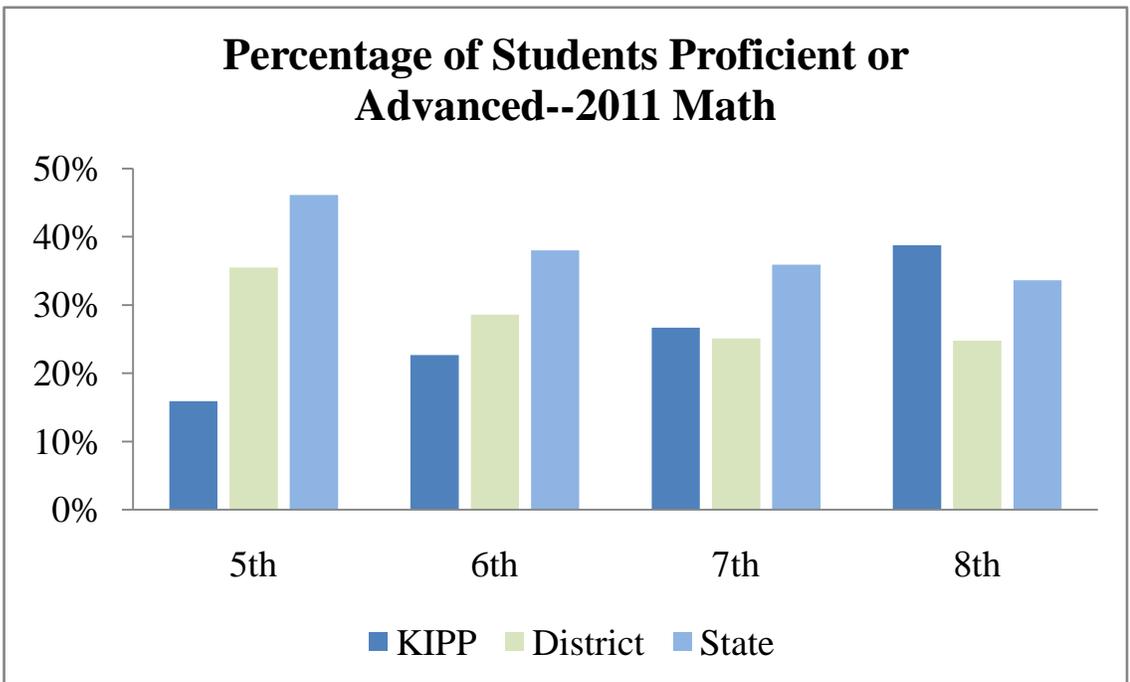
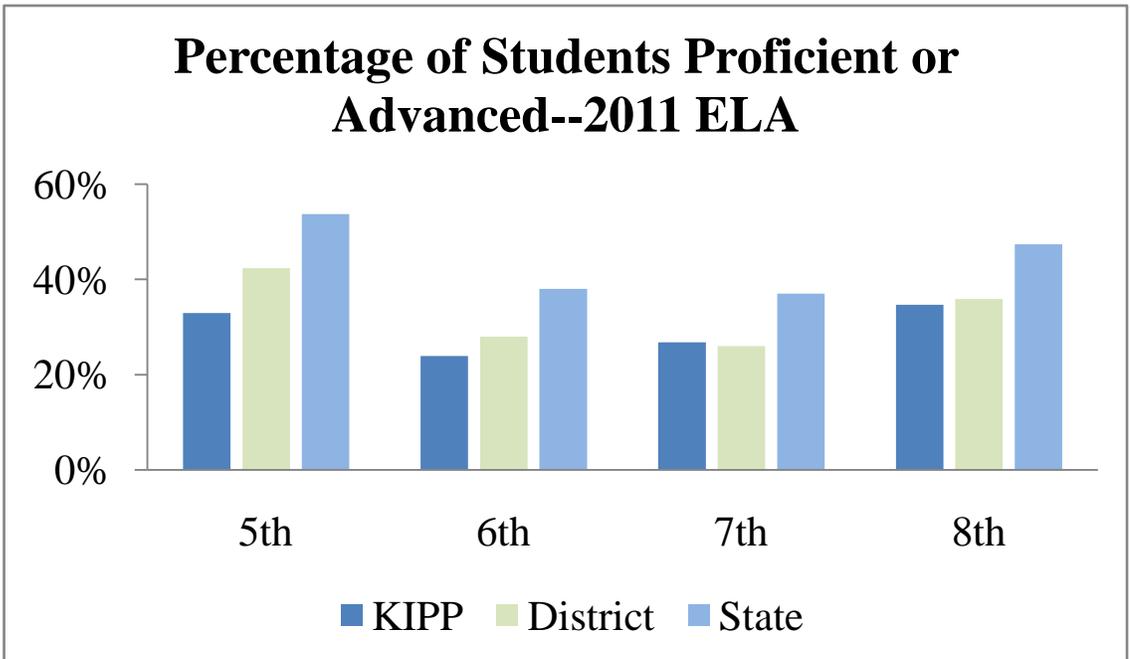


\* The Language portion of the SAT-10 data for the Class of 2015 measures the difference from fifth to seventh grade (rather than fifth and eighth grade) because the Language portion of the SAT-10 was not re-administered in the eighth grade for this cohort.

The percentage of KAN students whose national percentile ranking grows more than one year annually is 68% in reading and 88% in math. Data from the SAT-10 is clearly showing that KAN students are not only exceeding growth norms for students who participate in the SAT-10 nationally, but are making significant gains over the course of their tenure at KAN.

While the SAT-10 gives an indication of cohort gains over time compared to national averages, the TCAP exam reveals the strength of the KIPP program in preparing students to be successful on the state assessments. The following chart illustrates the strong performance of KAN 8th graders on the 2011 TCAP assessment in terms of percentage of students scoring proficient and advanced. KAN’s student performance is shown in comparison to their counterparts statewide in Tennessee and also in the MNPS. Prior to enrolling in KIPP, very few KAN students typically pass the TCAP in elementary school. In fact, while in fourth grade, only 11% of current KAN fifth graders passed the math TCAP and 16% passed the reading TCAP. Of 42 MNPS middle schools in 2011, KAN fifth graders left their elementary schools as the 3rd lowest performing cohort in reading and the 4th lowest performing cohort in math as measured by the TCAP. This low entry point is typical for KAN students,

but with KIPP’s focused program, KIPP students demonstrate some of the strongest growth in the state, and by 7th and 8th grades they typically reach or exceed the performance of their peers in the city and state.



The following table shows how KAN student scores on the TCAP compare to those of schools in the district and state with similar student demographics.

### 2010-11 Academic Growth of KAN Students

As Compared to Schools with Similar Student Demographics (w/SSD)\*

Metro Nashville Public Middle Schools (17 w/SSD)			Public Middle Schools in Tennessee (54 w/SSD)	
Subject	KAN Rank		Subject	KAN Rank
Reading	#1		Reading	#1
Math	#3		Math	#6
Science	#7		Science	#18
Social Studies	#2		Social Studies	#11

\*Per the TVAAS, and schools with a student demographic of 80% federal free- or reduced-priced meals. TVAAS is a statistical analysis of achievement data measuring how much students have grown in each academic year. Each student is compared to his/her own performance, eliminating the impact of demographic variables such as economic status or racial/ethnic group.

#### *Growth Model*

The KIPP network has a history of success in opening high performing middle schools, which serve students in grades five through eight. Like many KIPP schools, KNMS will also serve grades five through eight. Not only will KNMS offer a more supportive approach to the challenging middle school grades by starting with fifth grade, the school will grow slowly with one grade at a time. This strategy ensures the school can maximize its chances of establishing a strong, healthy, learning culture. This, in turn, greatly increases the school's likelihood of success in improving the abilities and habits of all students. Growing one grade level each year minimizes the amount of variation attributed to new staff, new curriculum, and new students. The benefits of this strategy are proven and are at the core of every KIPP school's successful track record.

Through experience, successful KIPP schools have found that approximately 350 students is the maximum number that a school leader can effectively serve. Research also shows that students in small schools (under 400 students) come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.<sup>10</sup> Many parents in the target attendance zone have expressed a desire for their children to attend a small middle school. Currently, the average school size of the MNPS traditional public schools exceeds the 400 student cap research supports. In stark contrast to these large middle schools in MNPS, KNMS would provide families with a choice for their children to attend a school that starts at 1/5 the size of other MNPS middle schools. Even when KNMS is fully grown after four years, it will maintain a population between 300 students and 350 students. Finally, KNMS will never grow beyond 400 students in grades five through eight, which guarantees it will always be significantly smaller than other MNPS middle school options.

#### *Data-Driven Decision-Making*

Because the KNMS model allows frequent time for data-driven intervention every day, the school utilizes a robust, formalized approach to the collection, analysis and use of data to drive student supports. This commitment to data is manifested most clearly in the KIPP Nashville Knowledge Manager, a full-time data specialist who collects and disaggregates data, providing it immediately for teachers in the format they need. This position is charged with ensuring all data tracking tools are accurate, reliable, and user-friendly, and s/he provides consistent support to staff in obtaining the data throughout the day to inform instruction and student supports. Daily intervention periods require teachers to pull assessment data and use that data to drive the instruction given to students in interventions. This ensures that every student is focused on the specific

<sup>10</sup> William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000).

standards that he/she has not yet mastered, and that every teacher has the information necessary to effectively and efficiently support each student’s mastery.

Every KNMS teacher will carry an iPad at all times, which is loaded with several programs that allow all staff to input and view data in real-time, as it is needed. The LiveSchool application allows teachers to track student behavior and performance as it happens. The program tracks each student’s paycheck additions and deductions, with notes for the rationale of each. This allows a teacher to choose the student’s name to add a “dollar” to the paycheck for coming to class prepared and then view all other behavioral data for the day, week and year. Likewise, a teacher can go into a student’s paycheck to make a deduction or view deductions for the day and discover that the student is having a difficult day and respond accordingly. Because all staff can access this same data real-time, the school leader or assistant principal may view a student’s behavior data as it is happening, providing intervention as appropriate. Reports are immediately and easily printed to go home with students or provide parents on campus a look at their student’s performance for the day, week or year.

The Google Education platform is another tool that enables all staff to collect, analyze and use data to inform their support of students. All teachers submit their weekly informal assessment data, and the knowledge manager uploads all quarterly and annual data (including from teacher-created periodic assessments, the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP), and the TCAP) and disaggregates it into user-friendly reports. At any given time, any teacher can choose a student and pull his/her longitudinal growth, target standards that need to be mastered, and any other data points that have been collected. Likewise, disaggregated reports that show data by sub-group, target standard, and other lenses can be viewed and downloaded immediately. Because staff is not responsible for any of the uploading, disaggregation, or organization of the data (this is all completed by the knowledge manager), it allows staff to focus on effective use of the data, rather than be bogged down by having to track it.

Weekly, teachers participate in one-on-one meetings with the grade-level assistant principal, to review their weekly assessment data, and appropriately adjust upcoming instruction in response to students’ needs. Data days (which are supported by early release of students) immediately follow the administration of all quarterly benchmark assessments, for staff to work collaboratively on the analysis of data and the planning that will be driven by that analysis.

This focus on results, one of the five pillars of the KIPP program, ensures that teachers and students are accountable for student achievement and provides a wealth of reliable, easily obtained information to drive the outcomes KNMS has set as goals for its students.

### *Consistent Expectations and Structures*

Consistency in expectations and structures ensures that all students know exactly what is expected of them and have adequate time to practice those expectations. Through a summer orientation and consistent implementation of these expectations in all classrooms, students will internalize the habits and practices necessary for them to be successful in the most rigorous, college-prep high school programs.

At the beginning of the year, teachers in each discipline will receive a scope and sequence (see Attachment G for a sample) of skills and content for the year (which has been developed by the KIPP Nashville CAO and will be revised annually by the teaching staff according to a reflection of what worked and what didn’t with the original plan), broken down by quarter and unit. This will ensure that maximum alignment exists both vertically within content areas and horizontally across grade levels. Teachers are then supported in co-planning assessments, lessons, and daily objectives under the guidance of their assistant principal.

Through weekly PD and collaborative planning sessions, teachers continue to work together throughout the year to develop lesson plans within the scope and sequence that use student assessment data to drive specific instructional strategies, spiraling, and interventions. Weekly grade level meetings, led by a grade level chair, enable all teachers to create consistent practices and expectations that are developmentally appropriate and align with the culture of the grade level. These weekly grade level meetings may include planning around how to head papers, organization of binders and notebooks, silent sustained reading books, protocols for quizzes, and kinesthetic supports that encourage students to get physically engaged in lessons. They also include problem solving around how to consistently support specific students across classrooms that are struggling academically and behaviorally.

All classes at KNMS will begin with a common blackboard configuration (BBC), based upon master teacher Lorraine Monroe’s work at the Frederick Douglass Academy in Harlem.<sup>11</sup> Before the start of every class, teachers will write the following on the board: an AIM or objective for the lesson; a Do Now question for the first five minutes of class; an agenda listing the disparate activities for the class; and the homework assignment(s) for that day.

A variety of management strategies to expedite practices are also implemented throughout the school and students and teachers are trained in how they will be implemented in the summer session. These strategies include, but are not limited to, the following:

- hand signals to communicate a need for the restroom;
- hand signals to request supplies;
- use of the same agenda for all students in all grades (with all agendas signed by parents nightly);
- “homework check” every morning wherein all students’ agendas are checked against homework completed;
- Cornell note-taking in upper grades/common format for note-taking aligned with Cornell in lower grades;
- common organizational structure (binders, folders, etc.) for each grade level;
- grade level study skills are consistent throughout and aligned vertically, and;
- protocol for how each teacher will share and discuss each student’s data/goal-setting on a weekly and unit basis.

It is also expected in every grade level and class that students will sit up straight, track the speaker, “use voice” when speaking, rephrase the question in the answer as a sentence starter, use a common language of how to ask questions (never “I don’t get it”), restrict classroom discussions to academic language only (never “huh” or “what”), and other cultural norms for which students will earn paycheck points until they have developed the habit of demonstrating scholarly behavior consistent with the seven school values at all times.

The KIPP Nashville CAO, who provides oversight of academic excellence at all KIPP Nashville sites, will be particularly instrumental in ensuring best practices are implemented consistently across classrooms at KNMS. Through the CAO’s support of the school leader and instructional staff, teachers will be supported in consistently employing the same expectations and practices to ensure students always know what is expected of them. The CAO develops and oversees the use of scope and sequence in all content areas and grade levels to drive pacing of instruction throughout the year and ensure all standards are addressed sufficiently. Moreover, through the CAO’s management of the creation, administration and data analysis of quarterly benchmark assessments (ELA and social studies assessments for all grade levels were created by a vendor with demonstrated expertise in creating standards-aligned benchmark assessments; science and math were created by

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<sup>11</sup> Lorraine Monroe, *Nothing’s Impossible*. New York: Public Affairs, 1999. 120.

experts at KIPP Nashville), the CAO provides a consistent, effective framework for teachers to gather and use data to drive instruction.

Moreover, a consistent network-wide protocol is the weekly upload and review of the following week's lesson plans and weekly informal assessment. This enables school leadership to evaluate teachers' planning and assessments and provide feedback on appropriate revisions in advance of the week to ensure they are appropriate, rigorous, and aligned. Assessments are administered on Thursdays and data is given back to teachers on Fridays to guide the following week's instruction. All teachers post their assessment averages outside of their classrooms to provide transparent insight into student growth for all stakeholders regularly. See Section VII for more information about the weekly coaching sessions that each teacher participates in as part of the assessment and lesson plan reviews.

#### *College-Readiness Standards Implemented Across Content Areas*

In addition to the grade-level content standards that are used to drive instruction, KNMS integrates college-readiness standards, as identified by the ACT and college admissions boards as integral to the success of students in college, across content areas and grade levels. Through research into how these standards are successfully applied in other school sites, as well as how successful students build them, KIPP Nashville has backward-mapped the standards into developmentally appropriate benchmarks and incorporated them into the targets included in each course's annual scope and sequence and quarterly benchmark assessments. As a part of the core standards, the college-readiness standards ensure every student has access to the tools, skills and habits necessary to ensure success in college and life beyond. Success in these measures is constantly driven by the KTC program (which provides supplementary programming and support to students to develop individual competencies) and analysis of students' growth on quarterly benchmarks in these standards, data from the ACT Plan and Explore, ACT scores for all juniors and seniors who matriculated from KNMS, and college acceptance and retention rates (which will be tracked through the KTC program staff).

In addition to supplementing the content standards with ACT readiness content, KIPP Nashville will use David Conley's research on the competencies necessary for college-readiness to supplement the content standards with key academic behaviors and key cognitive strategies that will be backward-mapped and aligned both horizontally and vertically. The key cognitive strategies include problem formulation (understanding, hypothesizing, strategizing), research (identifying, collecting, evaluating), interpretation (integrating, analyzing, synthesizing), and precision and accuracy (constructing, organizing, critiquing). The key academic behaviors include self-monitoring and study skills, such as time management, note-taking, physical organization, preparing for exams, progress monitoring and reflection. In addition to classroom protocols, lessons and assignments that practice these competencies, students are also given explicit support with preparing for college exams, college and financial aid applications, evaluating the fit of a college, navigating the admissions process, career awareness, and other aspects of college success.

#### *Research-Driven Instructional Best Practices*

The instructional practices at KNMS focus on promoting a stimulating learning environment that builds enthusiasm and a joy of learning, as well as implementation of modalities of instruction that have been proven successful with high-needs learners. These include kinesthetic learning, SLANT (Sit up, Listen, Ask questions, Nod and Track the speaker), use of rhythm and rhyme as mnemonic devices, and call and response format for foundational concepts.

The primary sources of instructional best practices that will be implemented in every classroom come from the work of Doug Lemov and John Saphier. *Teach Like A Champion* by Doug Lemov<sup>12</sup> of Uncommon Schools offers 49 research-based concepts in curriculum, instruction, and management to increase the impact teachers have on student learning. These techniques are extremely discrete, specific, and can be implemented within a short time period. Additionally, the book comes complete with brief descriptions of each technique and video clips to further demonstrate each of the techniques. Strategies such as “No Opt Out”, “Cold Call” and “Pepper” prescribe ways for teachers to create a more engaging classroom that facilitates greater achievement, especially amongst high-needs learners. All staff will utilize these tools to build instructional practice in their individual classrooms.

*The Skillful Teacher* by John Saphier<sup>13</sup> outlines additional strategies that will be implemented in all classrooms in order to facilitate greater academic growth. John Saphier is the founder of Research for Better Teaching (RBT), which is a professional development organization that aims to improve teaching and learning. The Skillful Teacher focuses on the instructional skills of interactive teaching and prescribes such strategies as use of a “hook” and “do now” in lesson planning, providing wait time after posing a question, checking for understanding as a means of constant informal assessment, and exit tickets. The work of Saphier will also be used to guide much of the instructional strategy that every teacher implements with fidelity and consistency in all classrooms. The use of these two sources will be introduced and supported throughout school-wide professional development and support from the KIPP national network, wherein these strategies are also prevalently used.

In 2011, the KIPP Foundation released the KIPP Framework of Excellent Teaching, which places student achievement as the focus, supported by the domains of Self and Others, The Lesson Cycle, Knowledge, and Classroom Culture. The KIPP Foundation merged the two previously outlined books - Lamov’s *Teach Like a Champion*, and Saphier’s *The Skillful Teacher* – with other resources such as the Teach for America (TFA) Teaching As Leadership rubric, Haberman’s Star Teacher research, and Achievement First’s teacher training guide, to create a cohesive tool for teachers and administrators to use. This resource will also provide teachers with instructional best practices that will support the needs of all learners.

Through explicit training on meeting the needs of all students, every teacher learns and is coached on how to effectively differentiate instruction. More, teachers are supported in building the habits of what “good readers” do and what “good writers” do so every student has a toolbox of strategies for problem-solving, rather than just the right answers to specific question. Teachers are also coached, in weekly lesson plan sessions with the assistant principal, on spiraling. Mastered standards are revisited again and again along with new standards to ensure students are building solid skills foundations. All unit tests include prior knowledge, and weekly tests have at least 20 questions, 50% of which cover material from previous weeks. Teachers help build connections between prior knowledge and new material, creating more meaningful contexts for new information.

#### *Non-Academic Support Structure*

Students will also be supported beyond the academic sphere. Because the needs of middle school students are significant and vary greatly, several staff positions will be dedicated to the success of students from a non-academic perspective. An assistant principal will be assigned to two grades: the lower assistant principal will serve grades five and six and the upper assistant principal will serve grades seven and eight. In addition to support of academic and instructional initiatives, this administrator will be the point of contact for families after the homeroom teacher and provide primary oversight of the school’s culture and discipline framework. A full-

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<sup>12</sup> Lamov, Doug. *Teach Like a Champion* New York: Jossey.-Bass, 2010.

<sup>13</sup> Saphier, Jon. *The Skillful Teacher*. Boston: Research for Better Teaching, 2007.

time counselor will be part of the staff from year one, providing students with non-academic support, referrals for outside services as necessary, and a means for addressing many of the challenges that come with students' transition into adolescence. This position will be supported by social work interns, through a relationship with the local university, who provide more robust staffing to give students and families ample opportunity for individualized support. The KTC Site Director will support students in their preparation for college through high school preparation and selection services, provide assistance with summer programming, and act as a liaison to KIPP once the student has moved on to high school and college. All of these staff members— working in conjunction with the daily, low-ratio interaction with their teachers and an overall small school environment – will help to guide the level and type of support each student may need. This level of intervention for all students ensures that support is not just available for all students, but administered when and how it is needed.

### *Parent Involvement and Training*

The Parent Involvement Committee (PIC) is another means of support for students to ensure they can meet the ambitious goals set forth herein. The PIC will meet formally each Saturday that Saturday school is in session for students. While students are participating in intensive academic interventions, team building, and character development curriculum, the PIC will have its official monthly meeting to address any business, update parents on what is going on at the school academically, and provide parents with training and guidance on how to support their students' efforts at home. The PIC will also offer more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. Zumba classes, KTC trainings, and health and wellness seminars will all be part of the monthly offerings for families the PIC provides.

Parents will also benefit from frequent, ongoing communication with the school about their student and the supports that will engender their student's success. Upon enrollment, school staff will make a home visit to every new student to walk the student and his/her family through the expectations and practices of KIPP, including training on fostering an environment at home that is most conducive for effective studying, what high quality school work should look like, where and how to get help with homework, and how what students are working on each year moves them toward the goal of college. Access to all of their student's teachers by cell phone 7 days a week, bi-weekly progress reports on academics and behavior, quarterly report cards, Saturday school parent training sessions, and special meetings called to discuss important academic events (like annual TCAP testing) and individual student progress (parent-teacher conferences), will provide parents with a strong system of support and access to a myriad of resources that will benefit them and their student.

### *KIPP Nashville Student and Family Wellness Program*

Through the KIPP Nashville Student and Family Wellness Program, all students and their families will benefit from additional supports and resources to address the challenges students and their families face. KNMS, like other KIPP Nashville schools, will serve students residing in low-income neighborhoods where incidents of violent crime are among the highest in the area. The harsh life realities for youth who live in low-income, high-crime communities fall into three primary categories:

- Loss of childhood due to excess responsibilities:
- caring for siblings or extended family members;
- shifting expectations occurring due to environmental situations -- struggling to make ends meet, lack of housing stability; and/or,
- unhealthy relationships with adult family members.
- Witnessing or experiencing violence:
- gang activity, shootings, or murders; and/or,
- emotional, physical, or sexual abuse.

- Grief over losses due to:
- death;
- incarceration;
- alcohol/substance abuse;
- DCS/foster care; and/or,
- custody battles.

These realities often are the cause of behavioral and emotional health concerns that affect a student’s school attendance and ability to learn. KIPP Nashville’s Student and Family Wellness Program provides a cohesive, consistent network of support for KNMS students and includes parent/family involvement in their education and academic success:

- Life Skills curricula that include conflict management, healthy relationships and self-esteem, physical wellness, and sex education;
- Collaborative support for teachers and family members that promotes student academic achievement;
- Effective teacher-student communication to respond to individual concerns and situations in the classroom;
- On-campus, accessible psychological support for students, and education for family members when necessary to build healthy parent-child relationships, as well as healthy adult-child relationships that are often needed due to parenting by extended family members, and;
- Family resourcing support to positively impact a student’s school attendance and academic performance during times of family crisis, including medical, housing, transportation, financial, employment, or bereavement issues.

Through the robust approach to non-instructional supports for all students at KNMS, the Student and Family Wellness Program will ensure non-instructional barriers will not hinder a student’s success or potential to meet and exceed the ambitious goals set for all students at the school.

### **Supports for Special Needs Populations**

Based on the target attendance zones identified for KNMS, it is anticipated that the majority of students will be considered at-risk, with approximately 12% qualifying for special education services and another approximately 7% qualifying for ESL services. Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the achievement gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention. An extended instructional day, week and year; small class sizes and a small school at capacity; engaging instructional strategies that have been demonstrated to engender success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual student will all support the academic success of special populations.

#### *Limited English Proficient (LEP) Students*

The Tennessee Board of Education has an English as a second language (ESL) program policy (3.207) that KNMS will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs). Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student’s registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. If the assessment indicates that there is a

language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the English Language Development Assessment (ELDA). However, if the NELB student has documentation from a previous district of meeting the definition of fluent English proficient (FEP), the student will then be assessed with the state-approved English language proficiency test to determine whether s/he is LEP.

ELL support at KNMS relies on collaboration between the ELL-certified learning specialist and the content teachers. KIPP Nashville will adhere to state policy and staff an average of one ELL-certified learning specialist for every 40 ELL students. The learning specialist supports content teachers in planning, pushes into ELA instruction, and provides pull-out services for support in other content areas during tutorial block. All ELL students work toward mastering the same standards as native English-speaking students. In ELA classes, this is facilitated through the reader's and writer's workshop model. The reader's workshop structure starts with a whole group mini-lesson, followed by students reading their independent book to practice the mini-lesson skill as well as previously taught spiraled skills in a text that is appropriate for their reading level. During the independent reading time, the learning specialist will push into the reading class to confer with ELL students or pull a group to do guided reading with students as they need the support. The writer's workshop model follows the same structure. During the independent work time, the learning specialist is able to provide additional support throughout the writing process.

In addition to the weekly, unit, and quarterly exams, NWEA MAP, and quarterly literacy assessments given to each student annually to measure academic growth, ELL students will take the ELDA each spring until they reach a level 5. Data on assessments will be disaggregated for LEP students by the ELL-certified learning specialist during data analysis days to measure the longitudinal progress of LEP students against that of their native English-speaking peers. This semi-annual review of student growth will inform adjustments to the service delivery model for ELL students.

#### *Parental Notification and Rights*

All information pertaining to their child(ren) will be communicated to parents in the language that the parent can understand. Although the communication method is not specified by the state of Tennessee, KNMS will provide both written and oral communication to the parent concerning their child(ren). By law, parents of ELLs have the right to refuse placement of their child(ren) in ESL programs.

#### *Students with Disabilities*

KNMS will follow the protocols in place in MNPS to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing, progress monitoring student performance and students' response to intervention (RTI). KNMS will maintain an average of at least one special education teacher to every 20 students, often with one special education teacher assigned to each grade level. This enables SPED teachers to work within grade teams to provide seamless, aligned support to students.

The following steps are followed in the support of students who require intervention and do not currently have an IEP.

#### 1. Progress Monitoring

The identification of students who may need special education services begins with classroom teachers who are most familiar with each student's learning patterns and challenges. During data meetings, teachers will review, analyze and discuss individual student progress in the general education curriculum. Re-teaching plans will be designed, implemented and monitored by the grade-level team for students who have not mastered concepts

during the initial teaching/testing phase. In addition, the school will monitor student progress in both reading and mathematics. Progress monitoring provides a strategic method of monitoring student performance and evaluating instructional changes.

## 2. Data-Driven Intervention

Students who continue to have difficulty in the general curriculum and whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. These students will continue to receive progress monitoring, but instructional support may be in the form of smaller instructional groups in the general education classroom, extra assistance from a volunteer tutor, and/or intensive support from the intervention teacher and/or during the daily intervention period and/or Saturday school. Parents of these students are notified of their student's academic difficulties via a "Notice of Concern" and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. Relevant data – such as internal and external assessment results, vision and hearing screenings and attendance data – are reviewed. The intervention period each day provides time for academic interventions as part of the RTI protocol.

## 3. Evaluation

Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through the MNPS's Department of Exceptional Education including Special Education and/or to their family physician for evaluation of a medical condition, such as ADHD. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

### *Special Education Services*

KNMS will use an inclusion model of special education to provide students appropriate educational services in the least restrictive environment. This means that most students with IEPs will receive services within the context of the general education classroom with the targeted assistance by the special education teacher. KNMS's goal is for students to remain in the general education setting for all instruction. The full-inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Stigma of receiving special education services is removed, and;
- Student involvement with non-disabled peers is maximized.

The test accommodation for a flexible setting will be adhered to as IEPs dictate, and students for whom the accommodation is applicable will be allowed to take their assessments in a designated classroom. Special assessment accommodations will be given during state/district assessments. State performance indicators are used in the development of students' IEPs, aligning their skills with the expectation of MNPS. Modifications of class work, class projects, assessments and homework are ongoing with the full inclusion model of instructional resource services.

KNMS will provide "highly qualified" and certified special education teachers, commensurate to the size and needs of the special education population. These teachers will provide not only special education services (e.g., remedial mathematics/reading services), but will also be qualified to teach gifted students as needed. The special education teacher works with the regular education teacher through collaborative planning, co-teaching,

and drop-ins wherein the special education teacher provides support to special education students within the class. The grade-level special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations, identify and explain students' learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, teachers will have common planning periods available with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff.

Each grade-level special education teacher will work together under the direction of a lead special education teacher, who will provide oversight of the entire special education program, annual IEP meetings, arrangements for services to be provided by service providers from outside of the school, and PD for the whole staff. This lead special education teacher will also be responsible for consistent monitoring for satisfactory progress of students with special needs. Other support personnel – psychologist, speech pathologist, occupational therapist, physical therapist or social worker – will be retained as needed through the school's relationship with MNPS.

The IEP team will review all data – the material on the referral form, the written report of the assessment team and information from the referring team – to determine eligibility for special services. The IEP will contain the student's present level of academic performance, annual goals of the program, short-term objectives, identification of special services that are needed, timeframe it will take to meet goals, service delivery grid and evaluation procedure. A certified special education compliance officer will regularly conduct an evaluation of special education programming for compliance and quality control. Using the following data, reports will be made available: required evaluations and service timelines, equity for all students, behavioral suspensions, academic grades, and End-of-Course Assessments.

Because the school model relies on data to drive instruction and intervention, and because that data is communicated with parents as it is collected (including weekly “paychecks”, periodic progress reports, report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. The progress reports given to parents at the end of each six-week period will be monitored by special education staff and include feedback on the child's progress from this professional. The special education teacher will also be available to parents to address academic and social adaptation issues, in addition to providing guidance on IEPs and IEP meetings.

#### *Students Who Are Not Meeting Standards*

The entire KNMS model, including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all the strategies described herein were identified for use at the school because it is anticipated the majority of students who enroll will have difficulty meeting standards.

Further, KNMS will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The school leader will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate assistant principal.

The child study process is in place to help grade teams identify students about whom they have academic or behavioral concerns. The team comes together as needed, identifies the concerns and then agrees on strategies

every teacher will implement consistently to address the concern. Teachers use the PRIM (Pre-referral Intervention Manual) as a resource for intervention strategies, as well as ideas or recommendations from the assistant principal, school leader and/or KIPP Nashville instructional staff. The teachers commit to implementing those strategies for 3-4 weeks. After 3-4 weeks of implementing and documenting the strategies, the team comes back together to determine if (1) the child study strategies worked, in which case they'll keep the interventions; (2) The strategies did not work and the team wants to repeat the process with different strategies; or (3) The strategy did not work and the team wants to refer the student for evaluation for additional services.

Examples of strategies that may be outlined in a child study team may include (but are not limited to):

- Give homeroom filing job in Ms. X's homeroom to build logical thinking skills/alphabetization and confidence in her own competency. (Success = files papers successfully.);
- Physical proximity to teacher so that teacher can check for understanding=move student's seat;
- Give student a RED/GREEN laminated card. When she understands she leaves the green side facing up; when she does not understand, she flips it to red. This way she can stay engaged with class and has to actively think about whether or not she understands the concept. (Success=S advocating for herself— asking for help or turning to red when she is confused);
- Access to small group/one-on-one tutoring after school or in Saturday school. (Success=student opts to participate in academic support that is not required.);
- Teacher calls home Sunday afternoons to check in with student about his homework and set a 100% homework completion goal for the week (Success=improved homework completion rate.);
- Student will have an organizational helper in homeroom to make sure that he has all of his homework written correctly and that all of his materials are in the right place (Success= student is able to find papers at the right time in class.), or;
- Daily check-in with assistant principal each morning to see how student's doing and to set a specific paycheck goal for the day (Success= Student earns \$6+ on paychecks.).

The team will use the data from ongoing screenings, such as the Measures of Academic Progress (MAP, a nationally norm-referenced assessment) and interim assessments to appropriately place each student in appropriate interventions that will meet their learning needs, as well as measure the impact the interventions have had on the student. The assistant principals will access assessment data in the Google Education platform, when applicable, to track student data over time and ensure the child study team approach is providing appropriate support to students as needed.

The following steps are followed in the support of students who require intervention and do not currently have an IEP.

### 1. Progress Monitoring

The identification of students who may need special education services begins with classroom teachers who are most familiar with each student's learning patterns and challenges. During data meetings, teachers will review, analyze and discuss individual student progress in the general education curriculum. Re-teaching plans will be designed, implemented and monitored by the grade-level team for students who have not mastered concepts during the initial teaching/testing phase. In addition, the school will monitor student progress in both reading and mathematics. Progress monitoring provides a strategic method of monitoring student performance and evaluating instructional changes.

### 2. Data-Driven Intervention

Students who continue to have difficulty in the general curriculum and whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. These students will

continue to receive progress monitoring, but instructional support may be in the form of smaller instructional groups in the general education classroom, extra assistance from a volunteer tutor, and/or intensive support from the intervention teacher and/or during the daily intervention period and/or Saturday school. Parents of these students are notified of their student's academic difficulties via a "Notice of Concern" and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. The intervention period for math at the end of each day and for literacy within the extended ELA block both provide time for academic interventions as part of the RTI protocol.

### 3. Child Study Team

If a student is still unable to meet standards with the school-wide interventions in place, the child study team process is initiated for a team of staff to specifically review the student's needs and progress. Relevant data – such as internal and external assessment results, vision and hearing screenings and attendance data – are reviewed. Specific recommendations (as outlined above) are identified with a commitment to implementation and further study over a 3-4 week period.

### 4. Evaluation

Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through a third-party (likely to be MNPS, with whom KIPP Nashville currently has a contract for referral services of KAN students), such as a school psychologist or other professional licensed to conduct special education evaluations, including and/or refer to their family physician for evaluation of a medical condition, such as ADHD. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

#### *Students Who Exceed Standards*

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meet proficiency standards. The growth plan for an accelerated learner will look much like that for a struggling learner: every student will have ambitious goals and be expected to demonstrate significant growth, and this growth will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KNMS will be behind grade-level and/or struggling with proficiency, it is expected that many of these students may still be gifted in other areas. Inclusion of music and PE as part of the regular programming for all students offers a different modality for students to explore. Flexible grouping in reader's workshop provides enrichment for students who excel in reading, and students who demonstrate superior results on assessments in a given content area will receive additional challenges both within and outside of the curriculum. Students who demonstrate advanced classroom performance, superior results on a nationally-normed or criterion-referenced achievement tests, and demonstrates evidence of higher level thinking as measured by assessment of abstract reasoning and logical thinking, will become eligible to participate in additional learning opportunities, such as the KIPP STEP Program (which is a summer school opportunity developed through a collaboration between KIPP and Deerfield Academy), application to the Jack Kent Cooke Scholarship program, and application to the Doris Fisher KIPPster of the Year scholarship program.

## **Formal Evaluation of Curricular Success**

### *KIPP's Essential Questions*

All KIPP Nashville stakeholders (students, staff and parents) have a meaningful role in the preparation of students for success in college and life beyond. In order to effectively measure KIPP Nashville's progress toward goals and authentically consider the role of all stakeholders, KIPP Nashville frames constant reflection and measure of performance-based outcomes against these six essential questions:

- Are we serving the children who need us?
- Are our students staying with us?
- Are our students progressing and achieving academically?
- Are our alumni climbing the mountain to and through college?
- Are we building a sustainable people model?
- Are we building a sustainable financial model?

These essential questions provide the accountability framework for KIPP Nashville schools. Each year the leadership team (assistant principals, school leader, and KIPP Nashville ED and CAO) uses these questions to set measurable goals to ensure that year after year, the answer to each essential question is increasingly affirmative. These questions align the actions of KIPP Nashville leaders and teachers while providing a framework for measuring the health of KIPP's schools. The annual operational and academic goals for the school are aligned to these essential questions (see Section III for these goals), as are the annual stakeholder surveys that are distributed to students, parents and staff and reviewed by the school leadership team to inform adjustments to the school plan.

### *Use of Data*

One of KIPP's Five Pillars is a focus on results. KNMS will be focused unrelentingly on student performance on state-mandated assessments (TCAP in grades 5-8) and nationally norm-referenced assessments (NWEA MAP), as well as data from a nationally-recognized literacy assessment and other objective measures (such as feedback from the annual Healthy School Review); results that do not invite excuses based on demographics; and, achievement that enables students to realize the mission of the school. Frequent review and analysis of data as a formalized component of staff responsibilities and scheduling ensures data is not just collected, but utilized effectively to drive school improvement and determine necessary remedial action.

### *Timeline for Evaluation of Data*

The school leadership team (comprised of the school leader and assistant principals with support from the KIPP Nashville Executive Director and Chief Academic Officer, as appropriate) will formally review all assessment data, as it is made available after each formal assessment, against school, cohort and individual student goals (see Section III for details of the annual assessment calendar). This cross-check of school-wide performance will enable the leadership team to identify deficits and appropriately adjust curriculum and/or other school structures to effect positive change in student outcomes. Through this frequent, formalized review of data made available by the KIPP Nashville Knowledge Manager, the school leadership team is able to quickly and effectively make the adjustments necessary for student success.

*Summer PD Session (July):* At the start of each year, the leadership team will review the annual report card from the previous year, which will include data from all formal assessments for the school (including TCAP, MAP, quarterly benchmarks, and stakeholder surveys) and major sub-groups (students with IEPs, ELLs, low SES, etc.). This annual report, prepared by the KIPP Nashville Knowledge Manager will show longitudinal growth and compare data against annual goals set the previous year. This information will be used by the leadership team to establish new goals for the preceding year, professional development initiatives, and adjustments to curriculum and instructional strategies. This information will be the foundation of the staff-wide

mandatory summer session, also in July, wherein teachers will collaboratively plan units and assessments within the established scope and sequence.

Data from new student’s baseline assessments will also be reviewed to determine instructional priorities and adjustments to the scope and sequence (to add standards from previous grades that haven’t been mastered) and establish intervention groupings.

Data from this annual report card will also be used by the KIPP Foundation to drive support to the KIPP Nashville region and by the KIPP Nashville School Support Center to set goals for the KNMS school leadership team. This multi-layered approach to accountability ensures the appropriate interventions and responses to data, at the school level, are made appropriately and in a timely manner.

*Quarterly Benchmark Reviews* (October, January, April): Quarterly benchmark assessment data in all content areas will be disaggregated by the knowledge manager and reviewed by the leadership team with the KIPP Nashville ED and CAO. This team will determine any school-wide adjustments that may need to be made to address trends, especially in cohorts and sub-groups. Adjustments could include instructional strategies, PD, instructional time, intervention formats, instructional materials, or coaching for specific staff. The data will be shared out with the full staff and used to collaboratively plan for the subsequent quarter.

*Semi-Annual MAP* (See Section III for more information about the MAP assessment) Review: The leadership team and KIPP Nashville ED and CAO will review data from the MAP to determine priorities for students in preparation for the TCAP administration in the spring. Like the other formal assessment data review sessions, this team will compare data against school goals to determine what (if any) adjustments to curricular and instructional frameworks are needed.

Staff evaluation and coaching will also be driven by data. See Section VIII (Personnel) for more information about how data will drive staff initiatives.

See Attachment A, the MNPS Supplement, for more information about the Theory of Action and Technology Plan for KNMS and how these elements will impact the instructional model.

## Section III – Assessment and Evaluation

A charter school application should include a clear and compelling plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the school’s own student performance goals and should be presented along with a comprehensive timeline for achieving these goals. A detailed description of the types of assessments and frequency of administration should be included, with thoughtful planning given to tracking student progress. A very important component of this assessment section is a plan for the use of data gathered through assessments. This plan should include procedures for taking remedial action (both for individual students and for all students collectively) if student performance falls below expectations and standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development. The State of Tennessee requires all charter schools to use the state assessments as a part of their testing plan. A large part of a quality assessment plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum.

When developing an assessment plan, consideration should be given to: the appropriateness of the chosen assessments to the curriculum; what will serve as a baseline for student progress comparisons; inclusion of state assessments; the ability of your chosen assessments to provide for early detection of students struggling with curriculum content and meeting benchmarks; and the ability of the assessments to reflect the use of basic skills at grade-appropriate levels (reading, writing, applied mathematics, etc.).

If your charter application includes high school, include graduation requirements and how those requirements meet the standards set forth in the State Board of Education rules and policies for college readiness and/or workforce readiness.

### Evaluation Rubric

An excellent student assessment and evaluation plan will include the following:

- Alignment with the school’s vision and mission
- Evaluation that is sufficiently frequent and detailed to determine whether students are progressing and on track to meet stated benchmarks.
- Adequate information on how the school will use a data management system to collect and analyze student academic achievement data, use the data to modify instructional practices and report the data to the school community and authorizer.
- Clear description of the expected range of assessment tools including state mandated assessments.
- Strategies to monitor all students at the school and to take appropriate corrective action where necessary, including a timeline and specific action steps (such as the Response to Intervention model).
- Clear procedures for corrective action in the event student performance falls below stated goals. Include procedures for special needs populations such as students with disabilities and English language learners.
- Plan for sharing assessment results with the authorizer, parents, and the broader community.
- If the school includes a proposed high school, description of graduation requirements that align to general college admission requirements or to the graduates’ ability to enter the workforce.

One of KIPP’s Five Pillars is a focus on results. KNMS will be focused unrelentingly on student performance on state-mandated assessments (TCAP in grades 5-8) and nationally norm-referenced assessments (NWEA

MAP), as well as data from a nationally-recognized literacy assessment and other objective measures (such as feedback from the annual Healthy School Review). Frequent review and analysis of data as a formalized component of staff responsibilities and scheduling ensures data is not just collected, but utilized effectively to drive school improvement and determine necessary remedial action.

### *Assessment Schedule*

Assessment Name	Assessment Area	Students Assessed	Frequency
NWEA MAP	Reading, ELA, math	Grades 5-8	2 times annually (baseline and spring)
Pearson Key Math Assessment	Numeration, mental computation, and estimation: additional strands available as needed	Grades 5-6	Administered as a baseline to determine who needs intervention and then ongoing until students exit math intervention
(Fountas and Pinnell or similar) Literacy Assessment	Literacy	Grades 5-8	4 times annually (baseline and at end of 1st, 2nd, and 3rd quarters)
TCAP	Reading/ELA, math, social studies, science	Grades 5-8	Once annually (as dictated by state guidelines)
TCAP Writing Assessment	Writing	Grades 5 and 8	Once annually (as dictated by state guidelines)
English Language Development Assessment	English language proficiency/eligibility for ELL services	Grades 5-8 as needed for students who are not native speakers	Upon identification of a language other than English at home and once each subsequent spring
Standards-aligned Periodic Assessments	Reading/ELA, math, science, social studies	Grades 5-8	Quarterly

### **Assessment Measures**

#### *Formal Assessment Data*

##### TCAP

Students at KNMS will complete all annual formal assessments required by the state of Tennessee. These assessments will include the TCAP in grades 5-8 for reading/language arts, math, science and social studies, and the TCAP Writing Assessment in grades 5 and 8.

##### NWEA MAP

In order to provide additional internal data and measure the growth of students against their peers nationally, all students will also take a nationally norm-referenced assessment from NWEA called the Measures of Academic Progress (MAP). MAP will be used in grades 5-8 in reading, language arts and mathematics twice per year. This computerized, adaptive test assesses the level at which students are performing and compares that against other students of the same age nationally. The test individualizes the level at which the student is assessed based on the student's performance, and results are available nearly immediately. Fifty minutes after the assessment is completed a score is reported using an equal interval scale, rather than percentiles (which do not allow for comparisons across tests). More importantly for the classroom teacher, MAP reports provide the names of students who could be grouped flexibly based on content sub-strands.

While other norm-referenced assessments offer content sub-strands and disaggregate data, MAP provides three lists of skills and concepts for students: (1) skills and concepts that the students must continue to demonstrate and practice; (2) skills and concepts they are ready to learn next; and (3) skills and concepts that can be previewed for the students in preparation for their upcoming studies. This will enable KNMS staff to tailor instruction to each student's needs, as well as adjust curriculum to focus on skills and concepts that need to be re-taught or examined more closely. Reports also provide a measure for instruction, enabling school leadership to tailor professional development and school-wide goals to the data from the MAP. This user-friendly format ensures each teacher will easily be able to use the data from the assessment to drive instruction. The MAP will be aligned to the Common Core standards in reading/ELA and math, and a linking study will immediately be conducted to identify predictive scores on the TCAP once this transition to common core takes place. The MAP is currently linked to state-mandated assessments in all 50 states with a standard deviation of less than three points.

### Literacy Assessment

Students will also take a quarterly literacy assessments, such as that developed by the Teachers College Reading and Writing Project or Fountas and Pinnell (a final decision on what literacy assessment to use will be made by the school leader with the support of the CAO during the Fisher Fellowship year) that provides lexile scores and a breakdown of literacy skills to be developed. The literacy assessment administered will be explicitly linked to the same literacy skill subsets addressed by the ELA curriculum. The literacy assessment will be administered as a baseline to all students upon enrollment, and then re-administered to measure growth and target literacy instruction at the end of each subsequent quarter. Because the extended ELA block will utilize the Reader's Workshop approach specifically for the literacy intervention daily, the assessments will work synergistically with the instruction to provide a seamless map for each student's literacy instruction.

### Key Math Assessment

The Key Math Assessment is a diagnostic tool from the Pearson suite of math materials. The assessment measures understanding and application of critical math concepts and skills from counting through algebraic expressions, and is administered as a baseline for all students upon enrollment. If the data from the assessment determines a student requires math intervention, s/he will continue to take the assessment at the end of each quarter or upon determination, by other assessment measures, that the student is ready to exit intervention. Because the math curriculum is grouped by the same strands as the Key Math Assessment, the assessment will create a seamless measure of intervention success and drive the supports that students benefit from in math.

### Quarterly Periodic Assessments

Every teacher in every content area administers a periodic assessment every nine weeks (at the end of each quarter) to measure student growth and inform instruction. The quarterly periodic benchmarks are aligned to the applicable standards (Tennessee performance standards in SY 2013-14 and Common Core in ELA and math in SY 2014-15) and use several types of questions to measure each student's growth towards mastery of the standards covered in that quarter (as dictated by the scope and sequence/pacing plan, which guides each content area and grade level).

### Informal Assessment Data

Every Thursday, every student in every class participates in a weekly assessment. Weekly assessments are developed one week in advance along with lesson plans for the week preceding the assessment. The weekly informal quizzes assess students' mastery of daily AIMS from the week as well as spiraled content from previous weeks and units. The assessments are reviewed by the assistant principal one week in advance, and assistant principals provide coaching to teachers on the revision of these assessments to ensure they are reliable, accurate, and rigorous.

Data from these weekly assessments is scored by the knowledge manager and then entered into the Google Education system, available to teachers for review the next day (Fridays). Teachers and leaders will use the Google Education suite of tools to enter, track and analyze data, ensuring all assessment data can promptly and accurately be used to drive instruction. This data management system has the capability to produce data reports about student achievement and can be accessed by any teacher at any time. All teachers will be trained on use of the system and their use will be supported both by the knowledge manager, who will provide technical support as needed, and the CAO, who will oversee the use of all assessment data in the system. Weekly, teachers' meetings with the assistant principal to review this data help to ensure teachers are using data accurately to drive instruction, ensure student growth is appropriate, and identify students who need additional intervention measures. Teachers post weekly data reports for their cohorts outside their classroom—teachers and assistant principals use an online tracker to measure individual and cohort progress towards mastery. The SPI Mastery Tracker is used for teachers and school leaders to track the progress of students on these assessments. In addition, teachers create a student-friendly version of the tracker, so that students also can track their progress toward mastery of each skill. A sample of the SPI Mastery tracker used by teachers is included as Attachment I.

All students will participate in ongoing, informal assessment to guide instruction and curriculum, as well as professional development for staff, and individualized/small group support to students as needed. Periodic assessment data will be compiled and analyzed, along with other informal assessment data (such as student work samples, exit tickets, weekly and unit test grades, etc.) at the end of each quarter by each teacher to drive instruction for the subsequent quarter. In this way, standards that need to be revisited can be integrated into the scope and sequence for new content, in addition to a spiraling approach that revisits mastered standards as part of the foundation for acquisition of new skills.

#### Annual Healthy School Review

Through an agreement with the KIPP Foundation, KNMS (and the KIPP Nashville regional office) will undergo an annual school review in its opening years, which is implemented by a provider from outside of KIPP (currently provided by SchoolWorks and 102 Group). The purpose of the Healthy School Review is to assess the school's current strengths and areas for improvement and help the school prioritize its next steps. The review also expands the capacity of KIPP staff and school leaders to use a common framework for discussing, evaluating and understanding school health as KIPP continues to expand. The Healthy School Review is conducted by a team of experienced educators from SchoolWorks and/or 102 Group, as well as representatives from the KIPP Foundation and KIPP school leaders who are on site at the school to collect and analyze data about its programs, practices and operations. The process culminates with a collaborative planning process, in which the review team and the school explore the team's findings, identify root causes and prioritize possible next steps. A report is generated from the visit and is shared with the school leader (who uses the findings to drive school-wide initiatives and professional development), the region and the KIPP Foundation.

The Healthy Schools Review includes the major organizational components of the school:

- Leadership and Organizational Systems;
- Human Capital;
- Culture and Climate;
- Teaching and Learning;
- College Preparatory Supports, and;
- Operations.

A regional review of the KIPP Nashville region (including all KIPP Nashville campuses and the school support center) will be conducted. The purpose of the regional review is to assess the health of the region and to help the region prioritize its next steps on the basis of current strengths and areas for growth. The review process

described above is similar for the regional review and includes these major organizational components of the region:

- Current students: student demographics, attendance & retention, achievement, character & life skills, attainment;
- Alumni: attainment;
- Site management: board governance, strategic vision, operations, development & financial management, facilities, community outreach, and;
- Regional organization: school support, regional culture & climate, regional leadership and organizational systems, regional talent.

#### *Assessment of Non-Academic Goals*

In addition to academic goals for the students of KNMS, the school has outlined additional goals that will be measured as part of an annual review. Attendance and discipline data will be formally reviewed throughout the year and is sent to the KIPP Nashville school support center and national KIPP Foundation to ensure the school is receiving the support it needs to meet goals. Moreover, as a part of the KIPP network of schools, KNMS will administer an annual stakeholder survey (to parents, students, and staff) that will be used by the school leader (with the support of KIPP Nashville) to measure progress toward non-academic goals and inform revisions to school-wide procedures as necessary. This information, along with student data, is compiled for an annual school report card, which helps the school measure its efficacy and determine goals and strategies for the subsequent year. The annual school report card is made available to the public on the website and at the school site.

#### *Use of Data*

The purpose of assessing students and collecting data on student performance is to provide useful feedback to teachers and students in regard to the degree to which they are meeting their individual and collective goals, as well as to help inform how instruction should be modified and improved upon to ultimately meet those goals. Therefore, the teachers at KNMS are involved extensively in analyzing data from standardized tests, quarterly assessments and weekly assessments as part of their daily responsibilities. Explicit time for data analysis and data-driven planning is allocated through daily planning time (which includes resources for collaborative data analysis and planning), weekly staff meeting time, monthly PD sessions, quarterly data review days, and an annual staff summer session.

Rather than use data from assessments as a means to “score” students, the state-mandated assessments should reveal what aspects of the instructional program are working and which need to be revised. Because the NWEA MAP has been reliably linked to the TCAP and can be used as a predictor of student scores on the TCAP, the two administrations of the MAP that take place each year before the TCAP will enable teachers to successfully prepare students for superior outcomes, with targeted instruction toward the standards identified by the MAP and informal assessment measures as requiring additional support. Likewise, informal assessments will be used for more frequent measures of student learning and will guide interventions and instruction accordingly.

The following guidelines will inform the analysis and use of data at KNMS:

- All teachers will participate in professional development in July prior to the start of the school year. This professional development will focus on the purpose of assessment, analysis, planning and re-teaching. It will also train teachers in the structure, content and expectations of quarterly analysis meetings.
- At least 5-to-6 weeks prior to the administration of the quarterly interim assessment, an instructional team will review the upcoming assessment. They will have the opportunity to make suggestions and suggest potential revisions.

- One week prior to the administration of the quarterly interim assessment, teachers will complete a short assessment analysis sheet that predicts their students' performance on particular questions and standards. This allows teachers to compare their predictions to the eventual results and creates opportunities for high quality discussion and reflection.
- The Friday following the administration of quarterly assessments will be a staff in-service day. Students will not be at school. The purpose of this day is to allow teachers time to grade assessments and analyze student data in teams and with administrators. School-wide templates and tools for data analysis and responsive instructional planning will be used. This analysis and planning session will result in instructional action plans that outline whole class re-teaching standards and strategies, as well as identifying individual students who need additional individualized instruction and their specific skill weaknesses.
- Additionally, each teacher will bring his/her data to a quarterly data analysis meeting with the instructional leadership team. The purpose of this meeting is for the teacher to share his/her reflection on the data and the next steps in terms of planning and re-teaching particular standards.

### *Baseline Data*

In order to determine the skills each student possesses upon enrolling at KNMS and tailor instruction to his/her needs, each student will participate in the NWEA MAP assessment and the Fountas and Pinnell literacy assessment within the first month of attendance at the school as a baseline of student achievement. KNMS will request any and all assessment records to be reviewed as part of the student's intake file and determine his/her needs for all students. KNMS will re-administer the norm-referenced assessment to each student in all grade levels in the spring of each year in order to measure academic growth. The administration of this assessment will allow the school to have an accurate snapshot of each student's developmental level within the test area, to identify the student's areas of growth year-to-year in basic skills, and to assess the strengths and weaknesses of the student in reading, math and language arts. The school will also re-administer the literacy assessment each subsequent quarter to measure students' literacy growth and inform literacy instruction.

School-wide growth data will also be measured using the TCAP data. Students' performance data from the TCAP prior to their enrollment at KNMS will be used as a baseline, and the school will annually measure percentages of proficiency in the student body, as well as individual student growth. Disaggregated data for sub-populations will be instrumental in helping the school leader, under the guidance of the KIPP Nashville CAO, develop school-wide protocols and professional development to support superior outcomes for all students.

Initial baseline data and student assessment records from previous schools will be used to ensure each student starts the year with the interventions necessary for success. KNMS does not believe in "tracking" students; however, flexible grouping within classes for differentiation and instructional modules after school and on Saturdays will be explicitly linked to student achievement data and intervention will be prescribed for each student, at the start of the year, according to the baseline data.

### *Professional Development*

Because teachers will be supported in administering informal assessments throughout the school year to inform their instruction, they will also require support to analyze this data and effectively use it. During collaborative planning periods, staff-wide PD sessions and summer sessions for staff, instructional leaders at the school will model effective use of data to drive planning and guide teachers through effective differentiation in class. The KIPP Nashville CAO will work closely with the school leader to develop protocols and best practices for data collection, analysis and use.

Teachers will also participate in regular, ongoing data analysis days, which will be led by the school leader with the support of the KIPP Nashville CAO. Teachers will use the information from assessments to determine how to modify lessons in order to ensure that all students master the standards. Teachers will be supported to know the extent to which students are mastering the standards taught at each level, and all teachers will be supported in using the myriad data points available to effectively inform their instruction and curriculum through staff-wide and one-on-one coaching from the school leader and other teachers. The data will also be used by instructional staff to measure the academic growth of each student and cohort as the school expands to capacity and will be scheduled at least every quarter, with time allocated for data analysis in all regularly scheduled PD sessions and staff planning time.

The focus of each teacher's coaching will be on their ability to facilitate learning in students, and this will be measured, in part, by student data and student growth. In this way, professional development, staff coaching, school-wide protocols and other elements of the school model will be directly and explicitly informed by the data from the myriad student assessment measures in place—formal and informal.

### **Data-Driven Instructional Remediation**

#### *After-School/Saturday School Interventions/Summer School*

All students are expected to participate in the longer academic day and week (with Saturday school offered once each month). This time will be used for enrichment and team-building, in addition to data-driven instructional intervention. Students will be grouped according to the standards they need to review, and instructional intervention will be prescribed according to the deficits found in assessments until the assessment data demonstrates mastery. Small group and one-on-one instruction ensures students are receiving targeted instruction that addresses the specific standards with which they need additional practice, providing a tailored, intensive approach to differentiation.

In addition, all students participate in a 3-week summer session that meets for four hours, five days a week. The focus of this session will be getting students ready for the rigorous academic program of the school year by forming up foundational skills, as well as using baseline data to support students by revisiting standards they have not yet mastered. Intensive academic intervention in the summer better prepares all students to start addressing grade-level standards in each content area on the first day of school.

#### *Flexible Grouping/Differentiation*

All teachers will be supported in administering differentiation best practices in their classrooms. As the data dictates, students within classes may be organized into flexible groups to work on discreet skill-building. This approach ensures each class is relevant to every student, and allows teachers to provide instruction for students in the way they learn best.

#### *Response to Intervention (RTI): Child-Study Teams*

KNMS will implement the RTI approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The school leader will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate assistant principal.

The child study process is in place to help grade teams identify students about whom they have academic or behavioral concerns. The team comes together as needed, identifies the concerns and then agrees on strategies every teacher will implement consistently to address the concern. Teachers use the PRIM (Pre-referral Intervention Manual) as a resource for intervention strategies, as well as ideas or recommendations from the assistant principal, school leader and/or KNMS instructional staff. The teachers commit to implementing those

strategies for 3-4 weeks. After 3-4 weeks of implementing and documenting the strategies, the team comes back together to determine if: (1) the child study strategies worked, in which case they'll keep the interventions; (2) The strategies did not work and the team wants to repeat the process with different strategies, or: (3) The strategy did not work and the team wants to refer the student for evaluation for additional services.

Examples of strategies that may be outlined in a child study team may include (but are not limited to):

- Give homeroom filing job in Ms. X's homeroom to build logical thinking skills/alphabetization and confidence in her own competency. (Success = files papers successfully.);
- Physical proximity to teacher so that teacher can check for understanding=move student's seat;
- Give student a RED/GREEN laminated card. When she understands the lesson she leaves the green side facing up; when she does not understand, she flips it to red. This way she can stay engaged with class and has to actively think about whether or not she understands the concept. (Success=S advocating for herself—asking for help or turning card to red when she is confused);
- Access to small group/one-on-one tutoring after school or in Saturday school. (Success=student opts to participate in academic support that is not required.);
- Teacher calls home Sunday afternoons to check in with student about his homework and set a 100% homework completion goal for the week (Success=improved homework completion rate.);
- Student will have an organizational helper in homeroom to make sure that he has all of his homework written correctly and that all of his materials are in the right place (Success= student is able to find papers at the right time in class.), or;
- Daily check-in with assistant principal each morning to see how student's doing and to set a specific paycheck goal for the day (Success= Student earns \$6+ on paycheck each day.).

A child study team template is attached in Attachment O.

The team will use the data from ongoing screenings, such as the MAP, and interim assessments to place each student in appropriate interventions that will meet their learning needs, as well as measure the impact the interventions have had on the student. The assistant principals will access assessment data in the Google Education platform, when applicable, to track student data over time and ensure the child study team approach is providing appropriate support to students as needed.

More information about the role of this process in supporting students from special populations is outlined in Section IV.

#### *Communication with Parents and Students*

As a component of each family's commitment to KIPP, parents/guardians sign a "Commitment to College Completion" which charges them with the responsibility of supporting their students' academic achievement. Teachers will give students and parents/guardians ongoing feedback about student performance and share assessment data as it is collected. Feedback occurs on a regular basis through progress reports and communication between each student's teachers and family. Teachers often send work home for parents/guardians to review, and contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra reinforcement at school and home. Each week, parents receive their student's "paycheck" a behavioral and attendance report that includes any other important notices about their student's progress. This report includes an academic component at least once every two weeks, keeping parents (and students) apprised of the academic progress the student is making. "Improvement Reports" are sent home in the middle of each quarter and each quarter culminates with an official report card. Parents/guardians also get informal feedback about student performance throughout the year through emails, phone calls, parent/teacher conferences, and special reports. The special education teacher routinely monitors and re-

evaluates the effectiveness of services provided and communicates with students and parents about adjustments to supports provided to best meet the needs of the student and comply with the IEP.

### *Grading, Promotion and Retention*

KNMS will follow MNPS’s grading policies. The school year is divided into four grading periods. Each nine-week period is long enough to provide students multiple opportunities to demonstrate mastery of specific skills, with frequent progress reports and opportunities for support to address specific skills deficits. At the end of each quarter, students will receive grades in all classes, along with a standards-based report card.

### *Standards-Based Mastery Reports Cards and Grades*

Included on the standard report card is a standards-based mastery report that will list each standard in each content area with an indication of whether the student is far below proficiency, approaching proficiency, proficient or exceeding proficiency. Report card grades will be aligned with standards-mastery, using periodic assessments in each content area and grade level as part of the grading criteria for each student, along with assessment measures in class that include homework, class work, projects, etc. Although it is anticipated that a student’s mastery of standards as reported in the standards-based mastery report should align with performance (as measured by a grade in the class for the quarter), it is possible that there will be disparity between the two if a student is demonstrating mastery but not meeting class expectations (not completing homework, not performing on in-class informal assessments, etc.). A student’s grade, because it is determined in part by standards mastery, will not be high with low standards mastery; however, students will be expected to meet class expectations by satisfactorily completing work in addition to demonstrating standards mastery on assessments. Without satisfactorily accomplishing both, students will not earn a passing grade for the quarter.

Grading in classes will be based on the following scale:

93 – 100	A	Students receiving an A show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to go beyond the basic requirements of assignments to produce creative, thorough work.
85 – 92	B	Although students receiving a B may still have some areas to work on, they demonstrate a solid mastery of the knowledge and skills that have been taught.
76 – 84	C	Students receiving a C have significant skill deficits. The quality of their work just meets minimum requirements.
70 – 75	D	Students have poor grades but are passing.
69 and below	F	Students receiving an F produced work of unacceptable quality. They have major skill deficits that require additional instructional resources and student effort.

Teachers will clearly state the grading standards for their class at the beginning of the year. Parents/guardians are required to come to school during report card day to pick up their student’s report card. During report card day, each parent/guardian will have the opportunity to discuss the progress of his or her student with all the student’s teachers. With the help of teachers, parents/guardians will also problem-solve to determine strategies to maximize the performance of his or her student.

### *Progress Reports*

Halfway through each reporting period, teachers will prepare improvement reports. The improvement report is not part of the student’s formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Improvement reports will include a letter or numeric grade indicating the student’s grade and the student’s performance. A

parent/guardian whose child is failing more than one course at improvement report time may be required to meet with the teacher of that course within one week of receiving the report. Teachers may also request conferences with parents/guardians. Based on the report, parents/guardians may call or request a conference with any teacher.

### *Final Grades*

The final year-end grade for a course is the numerical average of the nine-week periods. Grades are rounded to the nearest whole number. If a student receives a yearly grade lower than 70, he or she will not earn credit for that course for the year.

### *Promotion to the Next Grade*

In addition to the assessments listed in the assessment table, KNMS has established school-specific standards; these provide the school with minimal expectations for all students. Every student must earn a 70 or above in math and reading classes in order to promote to the next grade.

- Students who have a year-end average of less than 70 in reading and math will be retained in the current grade.
- Students who have a year-end average of less than 70 in reading or math and one or more other classes will be retained in the current grade.
- Students who have a year-end average of less than 70 in two or more classes other than reading and math with averages of 70 or above in reading and math may be retained at the discretion of the school leader.

At the end of each quarter, grade team leaders will send home an “At-Risk of Retention” notice along with report cards if a student is failing one or more classes. Teachers will track and report all intervention strategies administered, including options for intervention outside of the school day and support that can be provided at home in the bi-weekly progress reports that are sent home.

At the end of each year, grade teams will complete a “Recommendation for Retention” form for any students who have not met promotional criteria. This form will be used to guide the school leader’s review of the student’s data and inform a parent conference, during which the terms of the retention, support available, and consequences of retention/promotion are discussed. Any student who is eligible for retention but for whom retention is not mandatory will be promoted or retained at the school leader’s discretion, informed by the grade team’s recommendation and the conference with parents.

### *Retention in the Grade*

Grade retention may be necessary for students in grades 5-8 to gain proficiency in low-performing areas. Decisions regarding promotion and retention will be based on KNMS grading policies and the promotional standards outlined above. Students who fail to advance to the next grade by the end of the school year may be afforded intervention opportunities during a summer program to help them advance academically. Students may be retained if they and/or their parents do not take advantage of the interventions offered.

In specific cases, when intervention strategies are unsuccessful in raising a student’s achievement, the final decision to retain a student will be made by the school leader, with recommendations from the classroom teacher(s) and other professional staff. Retention must never be used in a punitive or capricious manner.

**Annual Goals and Accountability***School Goals and Accountability Plan*

KNMS's mission, operating principles and statements of belief are embedded within the school goals, which are based on the KIPP Foundation's 6 essential questions. Measurable goals for academic performance and organizational viability, as well as school-specific goals have been established. The goals are spelled out in the following plan. Success in meeting these goals will be measured annually and reported to the board. The board will submit an annual progress report to the sponsor of the school, the chartering authority and the commissioner of education. An annual report card will be developed using this same data, and this report card will be provided to the KIPP Foundation for national dissemination. The report card will also be available to staff and parents and the school site and on the regional school support center website. The report will contain information on the progress of the school toward achieving the goals outlined in the proposed accountability plan. Moreover, annual goals are adjusted annually to be more rigorous in response to the previous year's data. As KNMS meets annual goals, the goals for the following year will be increased to reflect ambitious annual growth that is based on the previous year's success. The following academic goals are proposed to engender more significant growth annually than in the district or state, based on the understanding that the majority of students who enroll in KIPP Nashville schools are under-performing and will have to make significant gains annually to meet growth targets.

KIPP Nashville Strategic Imperative	Strategic Goals	Performance Goal	Measurement
1. We are serving the children who need us.	KNMS is a desirable school of choice for the target community.	<ul style="list-style-type: none"> <li>Number of lottery applications for KNMS will exceed the available number of seats with a waitlist in place at the first day of school</li> </ul>	<ul style="list-style-type: none"> <li>Size of waiting list</li> <li>Student retention</li> </ul>
	KNMS is serving high-needs students with the same or higher populations than that of MNPS	<ul style="list-style-type: none"> <li>Percentage of SPED students is within 2% of that of MNPS</li> <li>Percentage of students who qualify for free/reduced lunch is 80% or higher</li> </ul>	<ul style="list-style-type: none"> <li>Demographic information for enrolled students</li> </ul>
2. Our students are staying with us.	KNMS student attrition is below the KIPP national average and MNPS average.	<ul style="list-style-type: none"> <li>Annual attrition (September 1 – June 1) of 12% or less</li> <li>Attendance of 95% or more</li> </ul>	<ul style="list-style-type: none"> <li>Student attrition rate</li> <li>Attendance reports</li> </ul>
3. Our students are progressing and achieving strong academic and character	KNMS students are on the path toward TCAP proficiency.	<ul style="list-style-type: none"> <li>Meet AYP in all subjects and all demographic groups</li> <li>Students' annual increase in proficiency of all subject areas by 5% (this percentage is based on the Race To The Top annual</li> </ul>	<ul style="list-style-type: none"> <li>TCAP scores</li> <li>TVAAS rankings</li> <li>AYP report</li> </ul>

growth.		<p>goal by sub-group; KIPP Nashville will adjust this goal annually as data dictates is appropriate)</p> <ul style="list-style-type: none"> <li>• KNMS will score in the top quartile of MNPS middle schools in Tennessee Value-Added Assessment System (TVAAS); positive average school-wide TVAAS for reading and math annually</li> </ul>	
	KNMS students become strong readers & writers	<ul style="list-style-type: none"> <li>• 80% of 5th graders score a 4 or higher on writing assessment</li> <li>• 95% of 8th graders score a 4 or higher on writing assessment</li> <li>• 60% of 6th graders are reading on grade level by the end of 6th grade</li> <li>• 50% of students show at least one year of reading growth on MAP reading</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assessment scores</li> <li>• Running record results</li> <li>• MAP reading results</li> </ul>
	KNMS special education students demonstrate academic growth in reading and math.	<ul style="list-style-type: none"> <li>• All SPED student IEP goals will align with grade-level curriculum maps.</li> <li>• KNMS will close the achievement gap by 6% annually for TCAP performance of SPED students</li> </ul>	<ul style="list-style-type: none"> <li>• IEP files</li> <li>• TCAP reading &amp; math tests</li> </ul>
4. Our alumni are climbing the mountain to and through college.	KNMS students and alumni demonstrate college-readiness.	<ul style="list-style-type: none"> <li>• 100% of enrolled students participate in the KIPP Through College (KTC) program by 7th grade</li> </ul>	<ul style="list-style-type: none"> <li>• MAP results</li> <li>• Alumni database reports</li> <li>• ACT test results</li> <li>• Alumni report cards and transcripts</li> </ul>
5. We are building a sustainable people model.	KNMS employees strongly believe in our mission and values	<ul style="list-style-type: none"> <li>• 95% agree or strongly agree that “my school’s mission is important to me”</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy School Review staff surveys</li> </ul>
	KNMS employees understand and uphold expectations	<ul style="list-style-type: none"> <li>• 100% of teachers will receive formal feedback within the KIPP Nashville Performance Management framework</li> </ul>	<ul style="list-style-type: none"> <li>• Employee evaluation reports</li> </ul>
	KNMS recruits and retains highly effective teachers.	<ul style="list-style-type: none"> <li>• Teacher retention rate of 75% (of teachers asked to return) average over 3 years</li> <li>• Non-teaching school staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher retention rate</li> <li>• Staff retention rate</li> </ul>

		<p>retention rate of 80% (of staff members asked to return)</p> <ul style="list-style-type: none"> <li>• Operations staff retention rate of 80% (of staff members asked to return)</li> </ul>	
	<p>KNMS employees develop personally and professionally while on the KIPP team.</p>	<ul style="list-style-type: none"> <li>• 100% of KIPP Nashville employees have defined performance and development goals</li> <li>• 90% of employees reach, exceed, or show significant progress toward developmental goals</li> </ul>	<ul style="list-style-type: none"> <li>• Employee evaluation reports</li> </ul>
	<p>KNMS has a deep leadership bench.</p>	<ul style="list-style-type: none"> <li>• 70% of leadership positions are filled by internal candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Employee evaluation reports</li> <li>• Hiring reports</li> <li>• Leadership portfolio</li> </ul>
<p>6. We are building a sustainable financial and operational model.</p>	<p>KNMS meets financial targets that support regional growth and sustainability.</p>	<ul style="list-style-type: none"> <li>• Cash flow neutral annual budget after fundraising</li> <li>• KIPP Nashville meets annual fundraising targets</li> </ul>	<ul style="list-style-type: none"> <li>• Finance reporting package</li> <li>• Fundraising reports</li> </ul>
	<p>KNMS operates efficiently and is compliant with local, state, federal, and grant regulations.</p>	<ul style="list-style-type: none"> <li>• Unqualified audit</li> <li>• 100% current on all MNPS and State reporting</li> <li>• 100% grant compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Audit letter</li> </ul>
	<p>The KIPP Nashville Board is powerful and effective.</p>	<ul style="list-style-type: none"> <li>• Board bylaws will reflect KIPP Nashville mission and values</li> <li>• All board members will know their progress toward annual give or get target</li> <li>• Each board member will tour the school at least once per year</li> </ul>	<ul style="list-style-type: none"> <li>• Completed on-boarding process</li> <li>• Feedback prior to each board meeting</li> <li>• Feedback at each board meeting</li> </ul>

## Section IV – Serving Students with Special Needs

Both federal and state laws require that charter schools have plans in place to serve the needs of special student populations, particularly students with disabilities and English language learners. A strong response will reference and address these needs with a comprehensive plan to identify, support and assess those students who present with learning and/or language challenges. The plan should demonstrate a detailed understanding of the fit between a proposed program and the specific at-risk students to be served.

Describing and/or detailing the state and federal laws with regard to special needs students is not sufficient. Your response must demonstrate not only your understanding of the legal requirements, but what it will take to meet the needs of at-risk students in a way that reflects your proposed school design.

The application should address these areas specifically:

There is a comprehensive plan presented that discusses the proposed school’s methods and strategies for identifying and serving students with disabilities. .

There are clear indications that the school not only understands its responsibility to meet the requirements of IEP’s, ELL, IDEA, and 504 plans, but has a detailed compliance plan that includes certified personnel, appropriate documentation, assessments, classroom adaptations and modifications and sufficient professional development for staff.

A detailed plan is presented that addresses how the achievement of special needs students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure the needs of these students are met.

There is a comprehensive plan in place to identify and serve students whose first language is not English that is in compliance with all federal and state laws. This plan should include the approach the school will take to meet the needs of English language learners, what resources will be in place (instructional materials, technology, professional development, time, staff and/or consultants).

### Evaluation Rubric

- An excellent application will have the following characteristics regarding the plan for serving students with special needs:
- Realistic plan to identify and meet the learning needs of at-risk students, students with disabilities, English language learners, and gifted/talented students.
- Timeline, lead contact and intervention process with specific action steps outlined for meeting the learning requirements of students with special needs.
- Plans for serving special populations align with the overall mission, vision, curriculum, instructional approaches and philosophy of the school.
- Plans are in place to provide adequate staff to address the needs of at-risk students, students with special needs and English language learners including a licensed and highly qualified special education teacher and a teacher with ESL certification. These plans also include contracting with related services specialists such as a speech language therapist, occupational therapy, physical therapy, nursing services, etc. Since there are budgetary components to this staffing, the costs should be included in the financial summaries and budget narrative.
- There is an assessment and evaluation component of your overall plan that continually reviews and monitors the effectiveness of the program and adjusts to changing needs and specific circumstances.

In alignment with the national KIPP mission, KNMS believes that all children can and will learn and achieve at high levels, regardless of the special needs they may have. The instructional strategies and structure of the school model facilitate intensive differentiation and a data-driven approach that students with special needs,

such as ELLs and students with disabilities, will benefit from. The school will implement an inclusive “push-in” model, which allows students to learn in the least restrictive environment with appropriate modifications made by the regular education and special education staff. KNMS will retain an average of one special education teacher for every 20 students who qualify for an IEP, and one ESL teacher for every 40 students who qualify as ELLs. Each assistant principal will oversee the development and implementation of 504 plans as necessary. Daily intervention periods in reading and math provide opportunities for students to receive more intensive, pull-out support as necessary.

### *Special Populations*

Based on the target attendance zones identified for KNMS, it is anticipated that the majority of students will be considered at-risk of academic failure (with significantly less than 25% of students meeting proficiency standards on the TCAP in fourth grade), with approximately 12% qualifying for special education services and another <7% qualifying for ESL services. Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the achievement gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention, including those students who are not meeting standards, have been identified as ELLs, qualify for special education services and/or 504 Plans and/or have been identified as gifted. An extended instructional day, week and year; small intervention class sizes and a small school at capacity; engaging instructional strategies that have been demonstrated to engender success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual student will all support the academic success of special populations. Additional instructional strategies, as outlined in Section II, were devised with the needs of students from special populations in mind. The flexible structure of the school and space for modification within the regular school day and week will benefit students of special populations significantly. Students for whom KNMS is the least restrictive environment will receive services in a “push-in” model, with certified personnel working in tandem with general education teachers to provide the modifications and additional support needed for any students who qualify for services.

### *Staffing*

In the first year, KNMS will retain one full-time special education teacher, and will add capacity as student needs dictate—KNMS will maintain a ratio of close to 15 special education students for every one special education teacher. Based on the enrollment at KAN (where students with disabilities comprise 12% of the enrolled students), it is anticipated that one full-time teacher in the first year for 96 students will provide a small student-teacher ratio and enable this teacher to establish the foundation of special education services at KNMS, including protocols for expedited child study teams, professional development for founding teachers, codifying the RTI process, and instituting the protocols for the referral process.

All special education teachers will be responsible for individual case management of their designated special education students and for arranging the provision of services required by their IEP. Before school opens and during the first semester, special education teachers will evaluate all students entering the school for the first time who may qualify for special education services and will collect all existing student records from the school district. A file demonstrating the school’s compliance with providing special education will be maintained.

Special education teachers will be required to:

- Ensure that all aspects of the IEP are followed;
- Provide direct services to students requiring services within the classroom or pull-out services for students needing assistance outside the classroom;
- Manage the staff members who provide direct services to students in their case load;

- Arrange for the teachers of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the assistant principal to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, update and file necessary information for initial referrals, oversee triennial evaluations, monitor student progress, and provide any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines, and;
- Provide a report of student progress on the same schedule as students in general education.

As required by IDEA, the school will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
- The number of students provided with test modifications and the types of modifications provided;
- The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time away from the regular classroom;
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions; and,
- The basis of exit of students with disabilities from KNMS (e.g., attainment of diploma and type, declassified, moved, etc.).

KNMS special education teachers will have access to data from the knowledge manager and in the Google Education platform and LiveSchool software in order to monitor student progress closely on benchmark, unit, and weekly quiz assessments. This will allow the special education teacher to target the standards with which each student struggles, as well as celebrate measureable success and improvement. On a quarterly basis, the special education teacher will meet with the assistant principal to discuss each student and the progress s/he has made on their goals. At the end of each year, academic progress will be evaluated and changes will be made as required.

In addition to the services outlined above, KNMS will partner with MNPS to obtain supplementary services such as evaluation. A vendor will be secured to provide specialized services outlined in students’ IEPs, such as speech therapy, occupational therapy, and physical therapy.

#### *LEP Students*

School leadership will also give hiring preference to teachers with ESL certifications to ensure a regular education teacher on staff is equipped with the strategies necessary to support students who are identified as Limited English Proficient (LEP). LEP students may receive intervention instruction from a certified ESL teacher who is also a regular education teacher, but a designated ELL teacher is not currently in the staffing plan due to the low number of ELLs anticipated. KNMS is prepared to retain a designated ESL teacher for every 40 students who qualify for ELL services. The assistant principal will oversee supports and assessments for ELL students if the number of ELL students does not warrant the retention of a full-time ESL teacher.

## **Students With Disabilities**

### *Identification*

KNMS will follow the protocols in place in Metropolitan Nashville Public Schools to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing, progress monitoring student performance and students' response to intervention (RTI). Child-study teams will be initiated for any students who are not meeting standards and not making anticipated progress with the RTI system of interventions. These teams will make referrals through the special education identification process (which may include evaluation by an outside entity for eligibility and/or to their family physician for evaluation of a medical condition). If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

Should a student be recommended for special education services as the result of a child-study team or teacher recommendation, the IEP team will convene to review all data – the material on the referral form, the written report of the assessment team and information from the referring team – to determine eligibility for special services. The IEP will contain the student's present level of academic performance, annual goals of the program, short-term objectives, identification of special services that are needed, projected timeframe to meet goals, service delivery grid and evaluation procedure. A certified special education teacher will regularly conduct an evaluation of special education programming for compliance and quality control. Using the following data, reports will be made available: required evaluations and service timelines, behavioral suspensions, academic grades, and assessment scores.

### *Strategies and Programming*

KNMS will use an inclusion model of special education to provide students appropriate educational services in the least restrictive environment. This means that most students with IEPs will receive services within the context of the general education classroom with the targeted assistance by the special education teacher. The goal is for students to remain in the general education setting for all instruction. The full-inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (Differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Stigma of receiving special education services is removed, and;
- Student involvement with non-disabled peers is maximized.

The test accommodation for a flexible setting will be adhered to as IEPs dictate, and students for whom the accommodation is applicable will be allowed to take their assessments in a designated classroom. Special assessment accommodations will be given during state/district assessments. State performance indicators are used in the development of students' IEPs, aligning their skills with the expectation of Metropolitan Nashville Public Schools. Modifications of class work, class projects, assessments and homework are ongoing with the full inclusion model of instructional resource services.

### *Monitoring and Evaluating Progress*

Because the school model relies on data to drive instruction and intervention, and because that data is communicated with parents as it is collected (including weekly "paychecks", periodic progress reports, report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. Every progress report given to parents will be monitored by special education staff and include feedback on the child's progress from

the child's special education teacher. The special education teacher will also be available to parents to address academic and social adaptation issues, in addition to providing guidance on IEPs and IEP meetings.

### *Promotion*

All special education students will complete the same promotion criteria to move to the next grade, with appropriate modifications made as IEPs dictate.

### *Staffing*

KNMS will provide “highly qualified” and certified special education teachers, commensurate to the size and needs of the special education population, with a special education teacher assigned to a grade level based on projections of special education enrollment at KNMS. These teachers will provide not only special education services (e.g., remedial mathematics/reading services), but will also be qualified to teach gifted students as needed. Each grade level will have a certified special education teacher (more should the size of the special education population exceed current projections), who works with the regular education teacher through collaborative planning, co-teaching, and drop-ins wherein the special education teacher provides support to special education students within the class. The grade-level special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations, identify and explain students' learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, teachers will have common planning periods available with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff.

Each grade-level special education teacher will work together under the direction of a lead special education teacher, who will provide oversight of the entire special education program, annual IEP meetings, arrangements for services to be provided by service providers from outside of the school, and PD for the whole staff. This lead special education teacher will also be responsible for consistent monitoring for satisfactory progress of students with special needs. Other support personnel – psychologist, speech pathologist, occupational therapist, physical therapist or social worker – will be retained as needed through the school's relationship with MNPS.

### *English Language Learners*

The Tennessee Board of Education has an English as a second language (ESL) program policy (3.207) that KNMS will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs).

### *Identification*

Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student's registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the English Language Development Assessment (ELDA). However, if the NELB student has documentation from a previous district of meeting the definition of fluent English proficient (FEP), the student will then be assessed with the state-approved English language proficiency test to determine whether (s)he is LEP. Students' eligibility for the program will be annually re-assessed with the ELDA.

*Monitoring and Evaluating Progress*

In addition to the weekly, unit, and quarterly exams, NWEA MAP, and quarterly literacy assessments given to each student annually to measure academic growth, ELL students will take the ELDA each spring until they reach a level 5. Data on assessments will be disaggregated for LEP students by the ELL-certified learning specialist during data analysis days to measure the longitudinal progress of LEP students against that of their native English-speaking peers. This semesterly review of student growth will inform adjustments to the service delivery model for ELL students.

*Strategies and Programming/Staffing*

ELL support at KNMS relies on collaboration between the ELL-certified learning specialist and the content teachers. KIPP Nashville will staff an average of one ELL-certified learning specialist for every 40 ELL students. The learning specialist supports content teachers in planning, pushes into ELA instruction, and provides pull-out services for support in other content areas during tutorial block. All ELL students work toward mastering the same standards as native English-speaking students. In ELA classes, this is facilitated through the reader's and writer's workshop model. The reader's workshop structure starts with a whole group mini-lesson, followed by students reading their independent book to practice the mini-lesson skill as well as previously taught spiraled skills in a text that is appropriate for their reading level. During the independent reading time, the learning specialist will push into the reading class to confer with ELL students or pull a group to do guided reading with students as they need the support. The writer's workshop model follows the same structure. During the independent work time, the learning specialist is able to provide additional support throughout the writing process.

*Students Who Are Not Meeting Standards*

The entire KNMS model, including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all the strategies described herein were identified for use at the school because it is anticipated the majority of students who enroll will have difficulty meeting standards.

Further, KNMS will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The school leader will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate assistant principal.

The child study process is in place to help grade teams identify students about whom they have academic or behavioral concerns. The team comes together as needed, identifies the concerns and then agrees on strategies every teacher will implement consistently to address the concern. Teachers use the PRIM (Pre-referral Intervention Manual) as a resource for intervention strategies, as well as ideas or recommendations from the assistant principal, school leader and/or KIPP Nashville instructional staff. The teachers commit to implementing those strategies for 3-4 weeks. After 3-4 weeks of implementing and documenting the strategies, the team comes back together to determine if: (1) the child study strategies worked, in which case they'll keep the interventions; (2) The strategies did not work and the team wants to repeat the process with different strategies; or (3) The strategy did not work and the team wants to refer the student for evaluation for additional services.

Examples of strategies that may be outlined in a child study team may include (but are not limited to):

- Give homeroom filing job in Ms. X's homeroom to build logical thinking skills/alphabetization and confidence in her own competency. (Success = files papers successfully.);

- Physical proximity to teacher so that teacher can check for understanding=move student’s seat;
- Give student a RED/GREEN laminated card. When she understands she leaves the green side facing up; when she does not understand, she flips it to red. This way she can stay engaged with class and has to actively think about whether or not she understands the concept. (Success=S advocating for herself— asking for help or turning to red when she is confused);
- Access to small group/one-on-one tutoring after school or in Saturday school. (Success=student opts to participate in academic support that is not required.);
- Teacher calls home Sunday afternoons to check in with student about his homework and set a 100% homework completion goal for the week (Success=improved homework completion rate.);
- Student will have an organizational helper in homeroom to make sure that he has all of his homework written correctly and that all of his materials are in the right place (Success= student is able to find papers at the right time in class.), and;
- Daily check-in with assistant principal each morning to see how student’s doing and to set a specific paycheck goal for the day (Success= Student earns \$6+ on paychecks.).

The team will use the data from ongoing screenings, such as the Measures of Academic Progress (MAP, a nationally norm-referenced assessment) and interim assessments to appropriately place each student in appropriate interventions that will meet their learning needs, as well as measure the impact the interventions have had on the student. The assistant principals will access assessment data in the Google Education platform, when applicable, to track student data over time and ensure the child study team approach is providing appropriate support to students as needed.

The following steps are followed in the support of students who require intervention and do not currently have an IEP.

### 1. Progress Monitoring

The identification of students who may need special education services begins with classroom teachers who are most familiar with each student’s learning patterns and challenges. During data meetings, teachers will review, analyze and discuss individual student progress in the general education curriculum. Re-teaching plans will be designed, implemented and monitored by the grade-level team for students who have not mastered concepts during the initial teaching/testing phase. In addition, the school will monitor student progress in both reading and mathematics. Progress monitoring provides a strategic method of monitoring student performance and evaluating instructional changes.

### 2. Data-Driven Intervention

Students who continue to have difficulty in the general curriculum and whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. These students will continue to receive progress monitoring, but instructional support may be in the form of smaller instructional groups in the general education classroom, extra assistance from a volunteer tutor, and/or intensive support from the intervention teacher and/or during the daily intervention period and/or Saturday school. Parents of these students are notified of their student’s academic difficulties via a “Notice of Concern” and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. The intervention periods, for math at the end of each day and for literacy within the extended ELA block, both provide time for academic interventions as part of the RTI protocol.

### 3. Child Study Team

If a student is still unable to meet standards with the school-wide interventions in place, a child study team process is initiated for a team of staff to specifically review the student's needs and progress. Relevant data – such as internal and external assessment results, vision and hearing screenings and attendance data – are reviewed. Specific recommendations (as outlined above) are identified with a commitment to implementation and further study over a 3-4 week period.

#### 4. Evaluation

Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through a third-party (likely to be MNPS, with whom KIPP Nashville currently has a contract for referral services of KAN students), such as a school psychologist or other professional licensed to conduct special education evaluations, including and/or to their family physician for evaluation of a medical condition, such as ADHD. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

#### *Gifted Students*

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meet proficiency standards. The growth plan for an accelerated learner will look much like that for a struggling learner: every student will have ambitious goals and be expected to demonstrate significant growth, and this growth will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KNMS will be behind grade-level and/or struggling with proficiency, it is expected that many of these students may still be gifted in other areas. Inclusion of music and PE as part of the regular programming for all students offers a different modality for students to explore. Flexible grouping in reader's workshop provides enrichment for students who excel in reading, and students who demonstrate superior results on assessments in a given content area will receive additional challenges both within and outside of the curriculum. Students who demonstrates advanced classroom performance, superior results on a nationally-normed or criterion-referenced achievement tests, and demonstrates evidence of higher level thinking as measured by assessment of abstract reasoning and logical thinking, will become eligible to participate in additional learning opportunities, such as the KIPP STEP Program (which is a summer school opportunity developed through a collaboration between KIPP and Deerfield Academy), application to the Jack Kent Cooke Scholarship program, and application to the Doris Fisher KIPPster of the Year scholarship program.

See Section II for additional details about how the instructional program and strategies proposed herein will seamlessly support the needs of students from special populations.

## Section V – Budget and Finance

The budget and financial plan for the charter school must include a plan for revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. Public charter schools are required to operate under an annual budget on a July 1 to June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Five Year Planning Budget Document form and cover sheet which is provided on the Tennessee Department of Education's Charter School website: [http://www.tennessee.gov/education/fedprog/Charter\\_Sch\\_App.shtml](http://www.tennessee.gov/education/fedprog/Charter_Sch_App.shtml).

### Budget Narrative

Provide supporting evidence in the form of a narrative that the start-up budget plan, the first year operational budget and cash flow, and the five-year budget plans are fiscally sound and the proposed school will have sufficient start-up funds available to it. Provide the rationale for and source of the assumptions upon which your budget rests and explain how your budget supports the implementation of the academic program described in this application.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the application. For example, enrollment projections given elsewhere in the application need to be the same enrollment projections used in the development of the budget. Similarly, facility, insurance and employment plans discussed in other sections should be reflected in the budget, along with the basis for those assumptions. If your proposed governing board is considering a line of credit or a loan, this is the place to provide that rationale and indications within the narrative of plans to repay the borrowed amount.

A sound operational model should be presented largely based on the operational funding a school will receive based on enrollment. There are government and private organization grant funds available to assist charter schools, especially with start-up costs. However, those funds are competitive and limited. So, financing models should include contingency plans. Likewise, it is important that federal Title I funds be used only to supplement the amount of funds available from non-federal sources for the education of students participating in Title I. The school cannot use federal funds to supplant (take the place of) funds that would, in the absence of Title I funds, have been spent on Title I students. Budgets submitted should demonstrate Title I funds supplement rather than supplant the school's programs.

The amount of per pupil Basic Education Plan funds varies from year to year, but a good figure to use in budgeting is \$8,000.00. Charter schools receive 100% of the BEP funds per student. When projecting revenue numbers, the single most important number is enrollment. Enrollment projections must be as accurate as possible and it is best to project conservatively for budget purposes. Other sources of revenue may be cited such as federal grants, private grants and/or private donations, lines of credit, etc. However, those should be budgeted conservatively and never included if there is any question about the availability or viability of those funds.

When planning expenditures, it is important to understand how choices affect different areas of the budget. In nearly all cases, the combination of facility costs and staff/salaries/benefits represents close to 75-80% of spending in charter schools. As such, close attention should be paid in these two areas. In addition to these, other items that should go into your budget are special education, various professional services, classroom supplies and materials, general supplies and materials, insurance costs, transportation, food services, unexpected expenses, and more.

Detail in this section the types and amounts of insurance coverage to be held by the charter school, including provisions for assuring that the insurance provider will notify the department of education and the LEA within 10 days of the cancellation of any insurance it carries on the charter school. Provide supporting documents in an appendix to the application.

In addition to operating costs, charter schools must comply with various requirements. An annual audit is required by state law to be given to the state and the district in which the charter school resides and is normally an expense. It is extremely important to set up appropriate and industry recognized accounting procedures to safeguard assets and ensure accurate financial reporting. At the same time, it is important to be able to provide financial information in a clear, understandable format that allows board members and administration to make sound financial decisions.

#### Evaluation Rubric

- An excellent proposal will present a financial plan with the following characteristics:
- Adequate budget assumptions and financial planning based on realistic revenue and expenditure projections and/or quotes for the term of the proposed contract. These budget assumptions should be based on your previous student projections.
- Spending priorities that align with the school’s mission, curriculum, plans for management, professional development and growth.
- Realistic cash flow projection for the first year of operation including a plan for funding cash flow shortfalls.
- A sound financial management system proposed with adequate checks and balances, controls and staffing.
- A plan for making required school and employee contributions to the Tennessee Consolidated Retirement System and the employer portion of the employee health benefits of the LEA in which the proposed charter school will reside as required by Tennessee law.
- There is a description of how the school will conduct an annual audit of the financial and administrative operations of the school.
- There is a description (and accompanying documentation if applicable) of services to be purchased from the authorizer or other outside vendors.
- The application includes the required insurance amounts (with supporting documentation) and also describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It should explain how the school will remain financially solvent, adhere to generally accepted accounting principles, have no material breaches, will address any concerns and will disseminate the results from the audit to the school district and required state agencies.
- The budget reflects an understanding of specific statutory requirements including Title I and IDEA funding knowledge and required contributions to the Tennessee Consolidated Retirement System and the employer portion of employee benefits

#### **Financial Oversight of KNMS**

KNMS will implement financial controls, policies and practices to ensure the long-term viability of the school. These policies will include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an annual audit of internal procedures and controls (via an outside CPA firm), developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the finance committee and the board.

The board finance committee oversees the financial operations of KNMS. The committee will work closely with the KIPP Nashville Executive Director, Director of Finance and KNMS school leader, and KNMS business manager to develop and execute responsible fiscal policies and practices. On a monthly basis, the finance committee will meet to review financial reports and assess the financial health of the school. The reports will include updated financial statements (income statement, balance sheet, cash flow statement) and any other material financial information needed for the board to carry out its responsibilities.

The following tables outline the fiscal controls proposed for KNMS and the existing KIPP Nashville staff and board to ensure financial health of the school.

Expenditures			
Policy/Procedure	Objectives	Responsibility	Oversight
An approval matrix has been approved by the board of directors; the matrix is used to determine appropriate authorizers for all purchases	<ul style="list-style-type: none"> <li>• Purchase orders are placed only for approved requisitions</li> <li>• Ensure that all checks receive appropriate signatures</li> </ul>	Finance Committee, Executive Director Director of Finance School Leader	Board of Directors
Goods or services received by vendors are matched to the purchase order and invoice and processed to avoid double payment	<ul style="list-style-type: none"> <li>• Amounts posted to accounts payable represent goods and services received</li> <li>• Accounts payable amounts are accurately calculated and reported</li> </ul>	Director of Finance	Finance Committee
Someone other than the check preparer reviews supporting documentation to determine that the good/service has been received and the payment is valid (supporting documentation package)	<ul style="list-style-type: none"> <li>• Disbursements are only made for goods and services received</li> <li>• Disbursements are accurately calculated and reported</li> <li>• Disbursements are distributed to the appropriate supplier</li> </ul>	Director of Finance	Finance Committee
Someone other than the check preparer reviews the check run prior to checks being sent	<ul style="list-style-type: none"> <li>• Disbursements are only made for goods and services received</li> <li>• Disbursements are distributed to the appropriate suppliers</li> </ul>	Director of Finance	Executive Director Finance Committee
Management reviews purchases	<ul style="list-style-type: none"> <li>• Amounts posted to accounts payable represent goods and services received</li> <li>• Accounts payable amounts are accurately calculated and reported</li> </ul>	Director of Finance	Executive Director Finance Committee
Statements from suppliers are reconciled to Accounts Payable sub-ledger; differences are investigated	<ul style="list-style-type: none"> <li>• Accounts payable amounts (including credit notes and adjustments) are accurately calculated and reported</li> <li>• Amounts for goods and services received are recorded in the appropriate period</li> </ul>	Director of Finance	Executive Director Finance Committee
Analyze accounts payable aging schedule	<ul style="list-style-type: none"> <li>• All disbursements are recorded</li> </ul>	Director of Finance	Finance Committee

Expenditures			
Policy/Procedure	Objectives	Responsibility	Oversight
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> <li>Disbursements are accurately calculated and reported</li> <li>Disbursements are recorded in the period in which they are issued</li> </ul>	Director of Finance	Finance Committee
Accounting system restricts access to authorized personnel to make changes, including new additions, to the vendor master file	<ul style="list-style-type: none"> <li>Only valid changes are made to the supplier master file</li> <li>Accounts payable are only adjusted for valid reasons</li> <li>Disbursements are accurately calculated and reported</li> </ul>	Director of Finance	Finance Committee
Expenditures accounts are reconciled to supporting detail (such as depreciation expenditures to the property system and salary expenditures to the payroll records) and differences are resolved in a timely manner; reconciliations are reviewed by someone independent of the recording process	<ul style="list-style-type: none"> <li>Amounts posted to accounts payable represent goods and services received</li> <li>Accounts payable amounts are accurately calculated and recorded</li> </ul>	Director of Finance	Finance Committee
The vendor master file is reviewed periodically by management	<ul style="list-style-type: none"> <li>Purchase orders are placed only for approved requisitions</li> <li>Only valid changes are made to the supplier master file</li> </ul>	Director of Finance	Executive Director
Limit authorization access to wire transfers; set up an approval process with the bank	<ul style="list-style-type: none"> <li>Disbursements are only made for goods and services received</li> </ul>	Director of Finance	Finance Committee
Management reviews all release of liability arising from something other than payment	<ul style="list-style-type: none"> <li>Accounts payable are only adjusted for valid reasons</li> </ul>	Director of Finance	Finance Committee
Budget to actual analysis performed on a regular basis and reviewed by management; significant variances explained	<ul style="list-style-type: none"> <li>Amounts posted to accounts payable represent goods or services received</li> <li>All amounts for goods or services are input and processed to accounts payable</li> <li>Disbursements are accurately calculated and recorded and are only made for goods and services received</li> </ul>	Director of Finance	Finance Committee

Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
Management maintains a policy for the development office to submit all gifts to accounting as soon as they are known for recognition in the appropriate period	<ul style="list-style-type: none"> <li>All contributions are recorded in the correct period</li> </ul>	Director of Finance Director of Development	Executive Director Finance Committee
Pledges are reviewed for restrictions and recorded according to the restriction; such restrictions are noted in the appropriate ledger or journal	<ul style="list-style-type: none"> <li>Net assets are appropriately released from restrictions</li> <li>Based on restrictions, if any, revenue is classified appropriately as either unrestricted, temporarily restricted or permanently restricted</li> <li>Donor imposed restrictions are properly recorded</li> </ul>	Director of Finance Director of Development	Finance Committee
Procedures are in place for release of restrictions based on expenditures of restricted funds for their designated purpose and appropriate journal entries are made to reflect this release	<ul style="list-style-type: none"> <li>Net assets are appropriately released from restrictions</li> </ul>	Director of Finance	Finance Committee
Analyze recorded revenues based on development data	<ul style="list-style-type: none"> <li>Contributions are recorded accurately and in the correct period (with input from the Director of Development)</li> <li>Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates</li> <li>All information (interest rates, life expectancy, etc.) necessary to calculate the net present value of any contributions receivable due past one year is accurately recorded, updated, and verified</li> <li>Only valid donors and their gifts are input and processed to the system</li> </ul>	Director of Finance Director of Development	Finance Committee
Contribution accounts receivable subsidiary is reconciled to the development office information on a regular basis	<ul style="list-style-type: none"> <li>All contributions are recorded by the Director of Finance and reviewed by the Director of Development</li> </ul>	Director of Finance Director of Development	Finance Committee

Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
General ledger balances are reconciled to the accounts receivable subsidiary ledger and differences are resolved in a timely manner	<ul style="list-style-type: none"> <li>All cash receipts data is processed accurately and recorded in the period in which they are received</li> </ul>	Director of Finance	Finance Committee
Contributions receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> <li>Timely collection of contributions receivable is monitored</li> </ul>	Director of Finance	Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> <li>Contributions are recorded in the correct period</li> <li>Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates</li> <li>Gift information with respect to amount and expected payment date, if applicable, is input correctly</li> </ul>	Director of Finance Director of Development	Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> <li>Cash receipts data is entered for processing, recorded accurately and in the period in which they are received</li> </ul>	Director of Finance	Executive Director Finance Committee

Grants			
Policy/Procedure	Objectives	Responsibility	Oversight
Review of grants and contracts for proper authorization	<ul style="list-style-type: none"> <li>All grants and contracts are approved by an authorized individual</li> <li>All grants and contracts are recorded and monitored by a designated office</li> </ul>	Director of Finance Director of Development	Executive Director Finance Committee
Analyze recorded revenues based on grant records and listings	<ul style="list-style-type: none"> <li>All grants and contracts are entered in or transferred into the system that records revenues</li> <li>Grants and contracts are recorded accurately and in the correct period</li> <li>All adjustments to awarded amounts are recorded</li> <li>Payment requests and recorded award amounts relate to valid grants and contracts</li> </ul>	Director of Finance Director of Development	Executive Director Finance Committee

Grants			
Policy/Procedure	Objectives	Responsibility	Oversight
Grant and contract revenues and/or related accounts receivable subsidiary ledgers are reconciled to the general ledger on a regular basis; identified errors are corrected promptly	<ul style="list-style-type: none"> <li>All grants and contracts are recorded accurately, in the correct time period, with adjustments made in a timely manner</li> </ul>	Director of Finance Director of Development	Executive Director Finance Committee
Payment requests are checked against grant documents, and mathematical accuracy of requests is checked; any exceptions are investigated	<ul style="list-style-type: none"> <li>Grant and contract amounts are input accurately</li> <li>Payment requests, if applicable, are generated using awarded amounts and authorized terms</li> <li>Grant and contract payment requests are accurately calculated and reported</li> </ul>	Director of Finance Director of Development	Executive Director Finance Committee
Past due/long outstanding payment requests are investigated	<ul style="list-style-type: none"> <li>All grants and contracts are entered in or transferred to the system that records revenues</li> </ul>	Director of Finance	Executive Director Finance Committee
Review of recorded revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> <li>Grant and contract amounts are recorded accurately and in the correct period</li> <li>All adjustments to awarded amounts are recorded</li> </ul>	Director of Finance	Finance Committee
Cash receipts input data is edited and validated; identified errors are corrected promptly	<ul style="list-style-type: none"> <li>Cash receipts data is entered for processing accurately</li> </ul>	Director of Finance	Executive Director Finance Committee
Accounts receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> <li>Timely collection of accounts receivable is monitored</li> </ul>	Director of Finance	Executive Director Finance Committee
A policy has been established regarding criteria for issuing adjustments; compliance with this policy is monitored	<ul style="list-style-type: none"> <li>All adjustments are valid</li> </ul>	Director of Finance	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> <li>Cash receipts data are entered for processing, recorded accurately and in the period in which they are received</li> </ul>	Director of Finance	Executive Director Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> <li>Contributions are recorded in the correct period</li> <li>Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates</li> <li>Gift information with respect to amount and expected</li> </ul>	Director of Finance Director of Development	Executive Director Finance Committee

Grants			
Policy/Procedure	Objectives	Responsibility	Oversight
	payment date, if applicable, is input correctly		
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> <li>Cash receipts data is entered for processing, recorded accurately and in the period in which they are received</li> </ul>	Director of Finance	Executive Director Finance Committee

Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
Payroll register is reviewed by management prior to paychecks being disbursed	<ul style="list-style-type: none"> <li>Additions to the payroll master file represent valid employees</li> <li>All new employees are added to the payroll master file</li> <li>Terminated employees are removed from the payroll master file</li> <li>Only valid changes to the payroll master files are input and processed</li> <li>Payroll (including compensation and withholdings) is accurately calculated and recorded</li> </ul>	Director of Finance	Executive Director Finance Committee
The payroll disbursement register shows all pertinent data describing the payroll (including total compensation, related income taxes, and other withholdings.) The register is reconciled to corresponding general ledger accounts or entries by persons who do not have unrestricted access to cash. All reconciling items are investigated and cleared on a timely basis.	<ul style="list-style-type: none"> <li>Payroll (including compensation and withholdings) is accurately calculated and recorded</li> </ul>	Director of Finance	Executive Director Finance Committee
Changes in the payroll register are compared to authorized source documents to ensure that they were input accurately	<ul style="list-style-type: none"> <li>Additions to the payroll master file represent valid employees</li> <li>Deletions from the payroll master file represent valid terminations</li> <li>Only valid changes are made to the payroll master files</li> </ul>	Director of Finance	Executive Director Finance Committee

Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
	<ul style="list-style-type: none"> <li>Changes to the payroll master files are accurate</li> </ul>		
Executive Director periodically review listings of current employees within the school and notify the personnel department of necessary changes	<ul style="list-style-type: none"> <li>Additions to the payroll master file represent valid employees</li> <li>All new employees are added to the payroll master file</li> <li>Terminated employees are removed from the payroll master file</li> <li>Only valid changes to the payroll master files are input and processed</li> <li>Payroll (including compensation and withholdings) is accurately calculated and recorded</li> </ul>	Director of Finance	Finance Committee
Time reported by employees is reconciled regularly between timesheets and payroll reports	<ul style="list-style-type: none"> <li>All time worked is input</li> <li>Time worked is accurately input and processed</li> <li>Payroll disbursements and recorded payroll expenses relate to actual time worked</li> </ul>	Director of Finance	Executive Director Finance Committee
Employees sign for cash received; compliance is monitored by management	<ul style="list-style-type: none"> <li>Payroll is disbursed to appropriate employees</li> </ul>	Director of Finance	Executive Director Finance Committee
Management monitors compliance with all significant policies concerning personnel and compensation; all exceptions to personnel and compensation policies and procedures noted are raised to the appropriate level within the entity and pursued to proper resolution	<ul style="list-style-type: none"> <li>Employees are only terminated within statutory requirements</li> </ul>	Director of Finance	Executive Director Finance Committee
Management authorized all overtime work and overtime payments for all salaried employees who are paid for overtime	<ul style="list-style-type: none"> <li>Time, attendance data, and payroll disbursements recorded reflects actual time worked and is authorized</li> <li>Payroll (including compensation and withholdings) is accurately calculated and recorded</li> </ul>	School Leader	Director of Finance Finance Committee

*Annual Financial Audit*

The Tennessee Public Charter Schools Act of 2002 imposes a requirement that charter schools comply with state audit procedures and audit requirements, which KIPP Nashville will comply with by initiating an annual audit of the finances of KNMS, prepared by a certified CPA, and the results of which will be furnished to the local board of education, the commissioner of education, and the Comptroller of the Treasury. The KIPP Nashville Board of Directors finance committee will select an auditor to assess the financial affairs of the school. This engagement, which will occur approximately one year before the audit is actually performed, will include an agreement that the auditor or auditing firm will meet with representatives from the board of directors to review how the financial books and records will need to be kept as required by generally-accepted accounting principles. This meeting will also be used to confirm that the appropriate chart of accounts will be used to assure a comprehensive and timely audit.

The board will provide the auditor access to various financial and non-financial records and documents maintained by the school as requested. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the budget and will continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

At the first board finance committee meeting following the end of the academic year, the auditing firm will provide the board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school.

Once the audit is complete, the auditor will meet again with the board's finance committee to review the results of the audit and the management letter. Following this presentation by the auditor, the board of directors will formally receive the audit and authorize its transmission to the Chartering Authority, the Commissioner of Education and the Comptroller of the Treasury.

In addition to the audit processes described above, monthly reports will be produced and reviewed as part of the regular practice of the business office to support the effective management of the school's finances. The school leader and board will also receive and regularly review these monthly reports. These reports will include: general ledger, balance sheet, cash flow analysis and monthly reports detailing actual revenue & expenditures vs. budgeted revenue & expenditures year-to-date. Further, customized and specialized financial reports can be generated, as needed, for the board to provide the information needed to carry out their fiscal responsibilities.

*Annual Administrative Audit*

The board of directors will conduct an annual internal administrative audit, which will consist of the following:

- Board self-review;
- Board review of the executive director;
- Executive director's review of the school leader, and;
- School leader's review of teachers and staff.
- This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies. See Section VI for more details on this review.

The school leader will also conduct a formal annual review of staff as part of the annual administrative audit, which will be a culmination of a year's worth of evaluation, conferencing, and observations of all staff. Student

assessment data and other indicators will be used to assess measures as outlined in the ten organizational goals in Section III. This data will be reviewed and reported back to the board to be used in their annual administrative audit. More information about the annual staff evaluation and its role in the annual audit are included in Section VIII.

#### *Programmatic Audit*

KNMS will undergo a series of comprehensive programmatic audits that will permit its board and MNPS to closely monitor the school's achievement of its goals and outcomes. The KIPP Foundation has partnered with SchoolWorks to develop evaluation processes – one focused on schools and the other on regions (which all KIPP Nashville schools will undergo once this site is operational)—which KIPP Nashville will use to help evaluate the school's performance annually. The Healthy School Review protocol is included in Attachment J.

#### *Annual Reporting to MNPS*

KNMS will provide MNPS with an annual report that will incorporate elements of the KIPP Healthy Schools Review. At a minimum, the report will include:

- Data demonstrating student progress toward the goals and outcomes specified in Section III;
- A summary of significant policies or decisions established by the school's board;
- Data indicating the level of parental involvement with KNMS, as well as the results of any surveys of parental and student satisfaction;
- A summary of the school's admission practices and experience, including the number of students enrolled, the number on waiting lists and the number expelled, dismissed, or suspended, and;
- An analysis of the resolution of any disputes or complaints.

KNMS and MNPS may jointly develop any other evaluation criteria that the district requests in connection with these annual reports. In addition, MNPS and KNMS will jointly coordinate an annual site visit procedure to enable the district to independently confirm the school's performance and compliance with the terms of its charter.

#### *Deposit and Investment of Idle Funds*

The board will exercise great care in investing and managing the assets of the organization, consistent with the corporation's by-laws (see Attachment B). The board will select a financial institution to serve as the depository for all KNMS funds, in accordance with the state and local policies regarding the selection of financial institutions. The board will avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The board may delegate its investment powers to others, provided those powers are exercised under the direction of the board.

Should KNMS have idle funds, it may, at the discretion of the board, invest in safe, secure instruments that provide a market return with a minimum amount of risk. These instruments include certificates of deposit, obligations of the United States or agencies, repurchase agreements, banker's acceptances, commercial paper or savings accounts. Monies earned on deposits and investments will be used to support the instructional program of KNMS.

The policies and practices to guide the board's execution of financial responsibilities and oversight are detailed in Section VI.

#### *Purchasing Procedures*

The board has adopted a detailed purchasing policy, the primary components of which are detailed in the tables above. The following is the framework of the purchasing policy:

- All purchases shall be undertaken in compliance with the requirements of the Tennessee Public Charter Schools Act of 2002 and the terms of the charter contract.
- KNMS will purchase competitively and seek maximum educational value for every dollar expended.
- All purchases of goods and services shall be consistent with the board-approved budget. These purchases shall not require board approved/executed contracts, with the exception of contracts for goods and services in excess of \$5,000, which shall be bid and subject to board approval. All other proposed expenditures must be approved by the KIPP Nashville Executive Director and the KNMS school leader, who will review the proposed expenditure to determine whether it is consistent with the board-adopted budget and sign the check request and purchase order forms.
- With respect to routine purchases (expenditures for supplies and services required for the operation of the school), no special or prior approval shall be required of the executive director or school leader, provided standard purchasing procedures are followed.
- With respect to special purchases (purchases that are not routine and that may or may not be specifically identified by line item in the budget), specific prior board approval shall be required for all purchases in this category.
- With respect to emergency purchases (purchases that are necessary to avert hazards that threaten health or safety, to protect property from damage or to avoid major disruptions of educational activities; provided that such emergency procurement shall be made with such competition as is practical under the circumstances), the school leader shall have the authority to make such purchases in consultation with the executive director and chair of the board. In making such purchases, the school leader shall prepare written determination of the basis for the emergency and for the selection of the particular contractor.

The policy includes the following components:

- Provisions for bidding and contract approval for goods and services in excess of \$5,000;
- Provisions for RFP and approving bids;
- An accounts payable process;
- Provisions for credit and debit card usage and authorization, as well as how other policies on electronic payments are used and authorized;
- A petty cash policy and process, and;
- Mechanisms to ensure all purchases are consistent with and support the mission of the school and the education of its students.

#### *Travel Reimbursement*

After some discussion of best practices, experiences and accounting procedures, the board will adopt a comprehensive travel policy to enumerate the procedures for obtaining approval to incur travel related expenses, the process for reporting travel related expenses and the method for issuing reimbursements for travel related expenditures. The travel policy will provide guidance on travel and entertainment expenses incurred by an employee of KNMS while conducting official business on behalf of the school. The preliminary travel policy is included in Section VI.

The policy will include provisions to ensure that all travel supports the mission of the school and the education of the students; that it is well planned to achieve maximum cost-effectiveness; and that it will define all travel expenses that are eligible for reimbursement.

Reasonable school-related travel costs will be reimbursed by KNMS in cases in which prior written approval for travel is obtained from the school leader. In such cases, expense reports will be submitted, including receipts for all purchases. Mileage reimbursements for travel that has been pre-approved by the school leader shall be made

to travelers at the maximum rate permitted under the current IRS guidelines. Travelers shall include the number of miles traveled, the date of travel and the destination. All documentation will be submitted to the school leader for review and approval in a timeframe not to exceed more than 30 days after travel is completed. Travel expense reports must be signed by the school leader before reimbursements will be made. Only the school leader can approve travel eligible for reimbursement (which must be approved prior to the travel). Only the school leader can approve reimbursement requests.

#### *Purchased Services*

KNMS has budgeted for some services to be purchased through MNPS or other outside vendors. These services include:

- **Food Service:** KNMS plans to contract with MNPS to provide breakfast, lunch and afternoon fruit service during normal school week days. KIPP Nashville already has a contract and structure in place for food service through MNPS for the existing middle school and will expand this relationship to include KNMS.
- **SPED Services:** KNMS will need to outsource some services to ensure that it best meets all the needs of the special needs students. KNMS expects to continue to pay administrative fees to MNPS for on-going monitoring and consultative support as well as specific student testing. This relationship will ensure that KNMS understand and delivers on all SPED requirements. In addition, KNMS will outsource to private vendors as needed for therapies not currently planned to be provided by school staff. As an example, the existing middle school contract with Franklin Speech to provide speech therapy for some of its students. The private vendors and types of therapies contracted will completely depend on the specific needs of the KNMS students.
- **Accounting Services:** KIPP Nashville has contracted with a company called CFO Business Strategies to provide transactional level accounting work, payroll processing and monthly financial reporting for the existing middle school and school support center. KIPP Nashville has already discussed and included plans for KNMS accounting, payroll and reporting requirements into the existing CFO Business Strategies work flow once KNMS is launched.
- **Professional Development/ Assessment Development:** KNMS is planning on using outside consultants as necessary to provide targeted, skill-specific professional development based on the needs of staff and the goals of the school. In addition, KNMS will use 3rd party vendors on a limited basis to help develop assessments.

#### *Benefits and Retirement*

In accordance with the Tennessee charter statute §49-113-119, teachers of KNMS will participate in the group insurance plans of the local education agencies (LEA). KNMS has properly accounted for the school's match in regard to health benefit plans and state retirement. The necessary funds to cover the employee portion of the health benefits and the state retirement will be allocated for each paycheck cycle. The funds will be paid directly to MNPS based on a monthly invoice provided by MNPS. In addition, KNMS will withhold the necessary funds for all other payroll taxes, including Social Security and Medicare, and unemployment compensation. These funds will be paid to the appropriate entities based on state requirements.

The school has budgeted the appropriate funds for state retirement for all of its employees. For certified employees, KNMS has budgeted 9.05% of the employees total compensation to be put towards state retirement. For non-certified employees, this percentage is 15.42%. Both of these numbers are based on the actual experience at KAN.

See the budget narrative below for more details about these assumptions.

*Insurance Coverage*

KNMS will purchase the types and amount of insurance coverage appropriate to the school. The current provider of insurance coverage for KIPP Nashville schools, The Crichton Group, is proposed to be the provider for KNMS.

As an experienced insurance provider for charter schools authorized through MNPS (specifically for KAN, among others), The Crichton Group is prepared to notify the department of education within 10 days of the cancellation of any insurance.

Contact information for The Crichton Group:

3011 Armory Dr., #250

Nashville, TN. 37204

615-383-9761

[www.cbjw.net](http://www.cbjw.net)

The insurance coverage to be provided by The Crichton Group for KNMS will include (at minimum):

- General Liability: \$1,000,000 per occurrence/ \$2,000,000 aggregate;
- Educators' Legal Liability: \$1,000,000 per occurrence/ \$2,000,000 aggregate;
- Sexual Abuse and Molestation Liability: \$1,000,000 per occurrence/ \$2,000,000 aggregate;
- Worker's Compensation: Statutory Limits;
- Employee Dishonesty Coverage: \$250,000;
- Property Insurance: Limits as requested at 100% replacement cost;
- Automobile: Comprehensive and collision per schedule including hired and non-owned liability, and;
- Umbrella: \$5,000,000.

The estimated premium for the coverages outlined above is \$20,000.

Documentation of this coverage is included in Attachment L.

**Budget Narrative**

The following narrative outlines the major assumptions used to create the operating budget for KNMS. As required by Tenn. Code Ann § 49-13-111, the required budget for KNMS on the State Budget Form is attached as Attachment K. A budget summary is provided below, to provide an easier comparison between the budget and the underlying assumptions.

*Revenue Assumptions*

The primary source of revenue for KNMS will be funds received from MNPS for the basic education program (BEP). The revenue model assumes that the BEP amount received by charter schools for the 2013-2014 academic year will be approximately \$8,268 per student which includes funding for transportation and for capital outlay. The budget assumes a BEP amount of \$8,268 per student for year one and then a 3% annual increase in the per-student allocation over the five-year period. KNMS recognizes there is a risk to an increase in the BEP. KNMS also assumes throughout the model a 3% increase in all expenses, including salaries. If it turns out that BEP does not increase based on annual cost of living adjustments, KNMS will manage through minimizing other cost increases, which it can control.

Funds from the Title I program, school breakfast program and national lunch program have also been included in the revenue section. Title I funds are assumed to be \$447 per qualifying student and KNMS assumes that 90% of the student body will qualify for free or reduced lunch. These assumptions are in line with the actual experience of the existing middle school. Funds for the breakfast and national lunch programs flow through both the revenue and expense line items and net out to no financial impact. Similar to the food program at the existing middle school, KNMS assumes that it will contract all of its food needs through the district and that the district will manage the USDA requirements and financials.

To supplement funds from the basic education program, KNMS will apply for the federal Charter School Planning grant through the KIPP Foundation. This grant will be issued through a competitive process. The KIPP Foundation has been very successful in winning this grant for new KIPP charter school across the country. The revenue model assumes \$200,000 for the period July 1st, 2012 – June 30, 2013; \$100,000 for the period July 1, 2013 – June 30, 2014; and, \$150,000 for the period July 1, 2014 – June 30, 2015.

A Director of Development and a Development Associate are employed at KIPP Nashville to further cultivate relationships with local foundations, corporations and individuals interested in providing financial support to the school. The role for KIPP Nashville and the Director of Development will be to lead and guide KNMS through these efforts, thus allowing the school leader to focus on the education program, rather than fund development. Therefore, the salary for the development staff is not reflected in KNMS budget.

To date, KIPP's efforts in Nashville have been actively supported by several local foundations including the Scarlett Family Foundation, Anne Potter Wilson Foundation, and the Clarcor Foundation. In addition, a number of highly supportive individuals have each given over \$100K in the last several years. Finally, local corporations including Asurion and Dollar General have become close partners in helping to fund KIPP Nashville's mission. This support has positioned the organization to raise over \$600K a year during the last two years and to both fund the on-going operations of the existing middle school and build up a cash reserve to fund growth. Based on the existing base of donors and the cash requirements to fund the start-up costs of KNMS in the first 5 years as the school builds to capacity, KNMS is very comfortable with ensuring that it has the funding to support and execute against the educational model and rich set of programs required to deliver on its mission.

#### *Expenditures*

The financial model assumes that all expenditures increase by 3% a year based on standard increases in cost of living and inflation. The cost assumptions in the model are based on the expected 2012 level and therefore increase by 3% at the start of the KNMS launch in 2013.

#### *Regular Instruction: Teachers; Salary & Wages; Benefits*

For first-time teachers, KNMS starting salaries will be approximately \$40,000. The financial model assumes an average teacher salary of \$45,000, which takes into account the experience level of some of the teachers employed. This average teacher salary is based on the actual experience of the existing KNMS.

In addition, KNMS will employ both a music teacher and a physical education teacher to offer rich programs outside the general education curriculum. For the first year of operations, these positions are assumed to be half time when there is a single grade of 5th graders. These positions both move to full time in the second year of operations when the school has both a 5th and 6th grade. The school has budgeted full time starting salaries of \$45,000 for the music teacher and \$35,000 for the physical education teacher.

All salaries have an annual cost-of-living adjustment increase (estimated at 3.0%) built into the budget.

In accordance with the Tennessee charter statute §49-113-119, teachers of KNMS will participate in the group insurance plans of the local education agencies (LEA). KNMS has properly accounted for the school's match in regard to health benefit plans and state retirement. The necessary funds to cover the employee portion of the health benefits and the state retirement will be allocated for each paycheck cycle. The funds will be paid directly to MNPS based on a monthly invoice provided by MNPS. In addition, KNMS will withhold the necessary funds for all other payroll taxes, including Social Security and Medicare, and unemployment compensation. These funds will be paid to the appropriate entities based on state requirements.

Using the average of the annual premium costs for single coverage (\$6,923/year) and family coverage (\$16,361) for certified employees and (\$8,572/year single) and (\$19,735/year family) for non-certified employees KNMS has calculated its insurance expenses. The school plans to pay for 75% of each employee's annual premium cost and anticipates that 80% of certified employees will select single coverage, which is reflected in the budget. The calculation per certified employee for year one, for example, would be  $[(\$6,923) \cdot .80 + (\$16,361) \cdot .20] \cdot .75 = \$8,810$ . Using the same calculations methodology, but assuming a higher rate of family coverage, the cost for certified employees per year is \$13,037 per year. Although the rising cost of healthcare is difficult to predict, the school has budgeted for an annual 3% increase in health insurance premiums.

The school has budgeted the appropriate funds for state retirement for all of its employees. For certified employees, KNMS has budgeted 9.05% of the employees total compensation to be put towards state retirement. For non-certified employees, this percentage is 15.42%. Both of these numbers are based on the actual experience of the KIPP Nashville existing middle school.

Depending on the financial resources of the school, a bonus plan may be implemented. The school leader will determine through performance reviews (i.e., employees meeting performance goals) the bonus amount for faculty and staff. The school has budgeted for an annual bonus pool of 3% of the school's total salary expenses

#### *Regular Instruction – Instructional Supplies & Materials, Textbooks and Other Contracted Services*

(Note: Costs in these categories have also been included in the special education section of the state budget template. 85% of the costs are allocated to general education and 15% of the costs are allocated to special education.)

- School uniforms: KNMS will (when needed) provide funds for school uniforms. The school has budgeted \$70 for each new student and \$50 for each returning student annually.
- Yearbook: KNMS plans on publishing a year book each year. The school has budgeted \$2,500 per year for the development and publishing costs.
- Local field lessons: Consistent with its college-preparatory approach, KNMS believes it is essential for its students to have educational experiences outside the classroom (e.g., cultural, arts, college visits, guest speakers). The school has budgeted \$2,300 per grade level for local fieldtrips and \$250 per student for end-of-year out-of-state trips. The school's end-of-year trips will include college visits, historical and cultural sites and outdoor experiences. These trips help students gain a broader perspective on their education and life goals. Most of KNMS students have not traveled beyond their own neighborhoods or the city of Nashville. Students have to earn the right to participate on fieldtrips by meeting academic and behavioral expectations. The budget assumes 80% student participation in the program.
- Student assessment materials: KNMS will administer state-mandated tests, interim assessments and the NWEA, a nationally norm-referenced test. The school has budgeted \$50 per student
- School store: KNMS intends to operate a store where students can earn school supplies and materials. The school has budgeted \$3,500 to run and manage the store.

- Student Gifts & Awards: KNMS will buy items that celebrate the success of its students. The school has budgeted \$10 per student.
- Student supplies: KNMS will buy instructional supplies and materials for students. The school assumes \$95 per student.
- Textbooks: For some classes, the school assumes textbooks will be used to support the curriculum. The school has budgeted \$22 per new student for the initial purchase of the text books and that the textbooks will need to be repurchased every five years
- Classroom Furniture: The school assumes \$50 per student in furniture for the classroom on smaller items on an on-going basis. The school assumes another \$50 per student in capital costs for every new student to equip the school with the furniture needed to build out the classroom with desks and chairs
- Athletic equipment: The school plans to offer a PE program and recognizes that athletic equipment will need to be purchased to support this program. The school has budgeted \$1,000 per year in athletic equipment.
- Instructional equipment: Key equipment used in the classroom including dot cam, overhead projectors etc. The school has budgeted \$25 per student for the smaller items and a total of \$20,000 per grade in capital for the higher priced items. The school assumes that this technology has a useful life of 5 years.
- Computer Hardware – Instructional: The school will buy some hardware for instructional use in the classroom. While KNMS do not expect that every student will have a laptop, it is expecting to buy enough computers for a lab such that full classes can work on computers as part of a technology curriculum. The school has budgeted \$26 per student for smaller technology items. In addition, the school has budgeted for 20 laptops and a mobile cart per grade at a cost of \$1,200 per laptop and \$1,500 per cart. The useful life of the equipment is assumed to be 4 years
- Computer Software – Instructional: The school has plans to buy instructional software for the classroom. The school has budgeted \$97 per full time equivalent teacher.
- Copier Lease: KNMS will lease the copier equipment needed to produce the learning materials used in the classroom. It assumes that the copiers needed to serve the students will cost \$1,100 per month in lease payments. Based on enrollment projections, the school has budgeted for 1 copier in its first two years of operations and a second copier starting in year three.
- Copier Maintenance & Usage: The school has budgeted on \$52 per student for on-going usage and maintenance fees.

#### *Special Education Program – Teacher Salary, Wages and Benefits*

KNMS will hire special education teachers to support the specific needs of its special education students. Based on the assumption that 12% of the students will require special education services, the school has budgeted three special education teachers to support the school at full capacity which works out to a student case load of about 11 students per special education teacher. The school has budgeted a starting salary of \$45,000 for the special education teachers.

In accordance with the Tennessee charter statute §49-113-119, all KNMS special education teachers will participate in the group insurance plans of the LEA. KNMS has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment compensation.

#### *Special Education Program – Instructional Supplies & Materials, Textbooks and Other Contracted Services*

Most of these costs represent the same expenses included in the regular instruction program; KNMS has allocated 85% of these costs in the regular instruction program and 15% in the special education program.

Costs allocated 100% to the Special Education Program include:

- Contracted SPED Expense: The school has budgeted \$233 per SPED student for additional contracted work to provide SPED services.
- IDEA Expense: Includes costs for outsourced requirements like speech therapy or other services KNMS does not provide. The school has budgeted \$500 per year to cover these costs.

### *Student Body Program*

#### Music Program

KNMS has budgeted for a robust music program for its students. The school anticipates offering boys' and choir programs and some limited orchestra. KNMS has budgeted \$200 per student and assumes that 85% of the students will participate in the music program.

In addition, the school has budgeted a onetime capital outlay of \$25,000 to pay for audio equipment for the music program. The school assumes that this equipment will have a useful life of 8 years.

### *Attendance*

#### Clerical Personnel

Beginning in the first year, KNMS will employ an office manager, with an initial salary of \$35,000. This person will be responsible for maintaining student records, enrollment and other clerical duties.

In accordance with the Tennessee charter statute §49-113-119, clerical personnel of KNMS will participate in the group insurance plans of the LEA. KNMS has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

### *Other Student Support*

#### Guidance Personnel

Beginning in its first year, KNMS will employ a full-time KNMS will employ a full-time school counselor to provide direct services to students, as well as to support teachers. The school has budgeted \$55,000 for the initial salary.

In accordance with the Tennessee charter statute §49-113-119, the school counselor of KNMS will participate in the group insurance plans of the LEA. KNMS has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

### *School Administration: Office of the School Leader*

#### *School Leader, Assistant School Leader; Salary Wages & Benefits*

KNMS starting salary for the school leader will be \$80,000 annually. The school has also budgeted for other administrative leadership positions, including an Assistant Principal of the Lower School and Assistant Principal of the Upper School (Upper School is added in the 3rd year of operation.). The starting salary for both these positions is \$50,000.

In accordance with the Tennessee charter statute §49-113-119, administrators of KNMS will participate in the group insurance plans of the LEA. KNMS has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

*Communication*

- Mobile phones: KNMS will require all faculty members to be available to students during after-school hours to answer homework questions. The school has budgeted \$50 per month per administrator and faculty member.
- Monthly Phone service: The school has budgeted \$750 a month to cover the monthly service charge for the telephones needed to run the school.
- Internet & Phone: The school has budgeted \$95 per month Internet service.

*Travel*

- Travel: The school has budgeted \$2,000 to cover travel expenses for school leaders to visit other high performing schools.

*Other contracted services*

- IT Support: KNMS has budgeted \$685 per employee to address any technology issues with administrator and faculty computers and classroom equipment.
- Office Supplies & Postage
- Postage: The school has budgeted \$10 per student for postage.
- Office Supplies: The school has budgeted \$1,833 per month for general office supplies.
- Other supplies & materials
- Computer Hardware: KNMS has budgeted \$50 per FTE for administrative hardware costs that are less than \$500.
- Computer Software: The school has budgeted \$20 per FTE for software costs.

*In-Service/Staff Development*

- Staff Development: The school has budgeted \$1,000 per year per staff member for professional development.
- Staff Appreciation: The school has budgeted \$258 per staff member per year for events and gifts to show appreciation for staff member's efforts.

*Other Charges*

- Food for Meetings: The school has budgeted an annual expense of \$4,800 for food for staff meetings.
- Contributions: The school has budgeted \$1,000 per year for targeted contributions.
- KIPP Licensing Fee: To be a part of the KIPP Network and access the central resources provided by the KIPP Foundation, KNMS is required to pay a fee equal to 1% of the total state and local funding provided to the school.
- School Support Management Fee: The school has budgeted 8% of state and local funding to pay for the services provided by the school support center.
- Background Checks: The school has budgeted \$3,000 a year for background checks.
- Student recruitment and marketing: The school is budgeting \$3,000 annually for materials and staff efforts to promote the school and recruit students.
- Community marketing: The school is budgeting \$3,000 per year to support community outreach programs.

*Administration Equipment*

- Faculty laptop computers: Each KNMS faculty member will be provided with a laptop computer. The school has budgeted \$1,200 per computer. This includes all necessary software costs. The budget anticipates four years of use per computer and includes replacement costs accordingly.

- **Server:** The school has budgeted the need for 1 server at a cost of \$7,500 per server. The school assumes the server has a useful life of 7 years.
- **Phone equipment:** The school has budgeted \$5,000 for a phone system. The school assumes a useful life of 8 years.
- **Other equipment:** The school has budgeted \$5,000 for a security system. The school assumes a useful life of 8 years.
- **Faculty furniture:** The school has budgeted \$500 per new FTE for furniture in the classroom and offices.

#### *Business Administration, Salary, Wages, and Benefits*

A business manager has been budgeted in the 1st year of operations of the school to support all of the financial and operational needs of the school. The school has budgeted a starting salary of \$50,000.

In accordance with the Tennessee charter statute §49-113-119, a business manager of KNMS will participate in the group insurance plans of the LEA. KNMS has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

#### *Other Contracted Services*

- **Accounting & Fiscal Services.** KNMS has budgeted \$25,000 per year to manage all of the day to day accounting and financial management of the school. KNMS will outsource many of these functions to CFO, a local Nashville business. CFO currently manages the accounting services for KAN middle school.
- **Payroll Processing Service:** KNMS has budgeted 0.33% of payroll for payroll servicing.
- **Audit:** KNMS has budgeted \$10,000 per year for its annual audit to be conducted by a CPA firm (as required by the Tennessee charter statute).

#### *Operations of Plant*

##### *Other Salaries & Wages*

The school has budgeted for a Custodian beginning in year 1 (beginning salary of \$25,000).

In accordance with the Tennessee charter statute §49-113-119, staff members of KNMS will participate in the group insurance plans of the LEA. KNMS has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

##### *Rentals*

The school has budgeted \$6.25 per square feet for the lease of the building. This number is based on the lease template provided to the school by the Executive Director of Facilities for MNPS.

There are a number of assumptions that go into the calculation of the total annual lease payment captured in the business model. First, the school will use 120 square feet per student. Second, the school will only make payments on the space being used in the building to serve the enrolled students. The lease payments therefore go up in the first few years of operations based in the increased enrollment and corresponding increase in required square feet.

##### *Custodial Supplies & Other Supplies & Materials*

The school has budgeted \$4,500 per year in supplies needed to keep the building clean and well maintained. The school has budgeted \$1,000 per year in costs associated with improving the decorum of the building and aligning the physical spaces to the mission and values of KIPP.

*Building & Content Insurance*

This includes insurance expense for general liability, umbrella, professional liability, building contents, employer's liability for workers compensation, Surety Bond, and physical/sexual abuse and molestation liability. The school has budgeted \$25,000 per year for this expense.

*Maintenance of Plant*

The school has budgeted \$5,000 for small maintenance requirements not covered as part of the lease of the building and already included in the \$6.25 per square foot lease payment.

*Transportation*

The school plans on offering transportation to its students. The costs of providing this transportation is based on some key assumptions derived through the transportation costs currently provided to the existing middle school. Based on these assumptions, the school has budgeted the need for a single bus in the first year of operations, and the addition of a second bus starting in the second year of operations. The key cost components of transportation include:

- **Bus Drivers:** The school has budgeted \$25,000 in salaries for each bus driver employed and the need for two bus drivers starting in year two.
- **Buses:** The school has budgeted a capital cost of \$40,000 for each bus. The school expects to be able to buy these buses used.
- **On-Going Fuel Costs:** The school has budgeted each bus route will travel 75 miles per day, and the bus will get 9.0 miles per gallon. The school is assuming that fuel costs will be \$4.00 per gallon.
- **Weekday Transportation Expenses:** The school has budgeted \$10,000 per year to cover maintenance and materials on the bus.
- **Insurance:** The school has budgeted \$2,625 per year for insurance on the buses.

*Food Service*

The school plans to contract its regular school day food service through the district based on the same structure and terms of the existing middle school. The budget assumes \$1.75 per student for the breakfast program and \$2.75 per student for the lunch program in both revenue and expense. The school assumes the district will continue to provide the operations and the financial management of the food service program with no financial impact on the school.

KNMS will incur costs as a result of providing additional food service in the form of breakfast and lunch for Saturday school. The school has budgeted \$2.50 per student per Saturday school.

## Section VI – Operations and Governance

Charter school governance is an extremely important aspect that, along with the academic program, determines the success of a charter school. The charter school application should describe the process involved in developing the applicant team and the individual expertise represented on the different committees; the process to appoint or elect the initial governing board; how and when bylaws will be adopted by the board; the governance structure of the school; the nature and/or extent of parental and/or community involvement in governance; and the amount of authority the governing board will convey to the school’s administrator, along with clear delineation of their respective roles and the means by which the administrator will be evaluated.

The charter school application should also describe the school’s legal status. Tennessee state law requires that each charter school’s governing body be a legally recognized 501(c)(3) non-profit corporation, and this status should already be in place, or close to being in place, before the application is submitted.

Every charter school governing board must have a set of board policies. Much of what is included in the application will actually become policy. There should be policies on hiring, enrollment, discipline, and non-discrimination, to name a few. These board policies should be made available to all school staff and families. Generally, schools put these policies on their website, in their staff and family handbooks and have them available in the school office.

Please attach the following documents to your application:

- Governing board bylaws
- Articles of Incorporation
- Organizational chart explaining the relationship between the board, lead administrator, subcommittees and/or advisory committees
- Resumes of applicant team members and/or founding board members
- Draft of initial board policies
- Conflict of interest statements signed by each board member
- Draft of Grievance policy

### Evaluation Rubric

- An excellent application will demonstrate the following characteristics related to the Operations and Governance Plan:
- Proposed board members will be capable of contributing the wide range of experience and expertise (such as education, management, financial planning, law, and community outreach) that will be needed to oversee a successful charter school.
- A clear description of transition from a developing team to a working board, selection and removal procedures, term limits, meeting schedules, powers and roles of board members, and how decisions will be made and recorded.
- A clear distinction between roles and responsibilities of the board members and school administrators.
- A plan for meaningful involvement of parents and community members in the governance of the school.
- An organizational plan clearly outlines roles and responsibilities for implementing the school’s program successfully including an internal and external evaluation plan.
- Legal status of the proposed school is clearly explained. Pertinent documents are included (Articles of Incorporation, bylaws, etc.).
- A comprehensive plan for annual board training in vital subjects including Open Meetings laws and Open Records laws for new board members.

- Sufficient resources and support for transition from applicant team to founding governing board and administrator structure prior to the school’s opening.
- The Conflicts of Interest policy delineating potential conflicts and how they will be address appropriately.
- The complaint process is clear and follows an appropriate route for resolution of concerns raised by students and /or parents.

#### Required Attachments for This Section:

- Governing board bylaws (Attachment B)
- Articles of Incorporation (Attachment D)
- Organizational chart explaining the relationship between the board, lead administrator, subcommittees and/or advisory committees (Attachment T)
- Resumes of applicant team members and/or founding board members (Attachments E and F)
- Draft of initial board policies—staff handbook (Attachment U)
- Conflict of interest statements signed by each board member (Attachment V)
- Draft of Grievance policy (Attachment W)

#### **Sponsor**

##### *KIPP Nashville*

KIPP East Nashville Preparatory, doing business as KIPP Nashville, is a non-profit 501(c) (3) organization that was formed in 2011 with the sole purpose of supporting the common needs of KIPP schools in the Metropolitan Nashville community (see Attachment C for the 501(c)(3) letter). KIPP Nashville will not only oversee the operations and performance of KNMS, but also oversees all KIPP schools (currently two: one in operation and one that has been approved and is still in the pre-opening phase) in the Metropolitan Nashville area. The purpose of this organizational structure is to increase the productivity and outcomes of each KIPP school by allowing principals to focus more on activities directly related to student achievement. Through the regional KIPP school support center, KNMS will receive ongoing support throughout its operation, in addition to the planning and development support currently provided for the school. The overarching vision guiding the development and implementation of KNMS has been developed under the auspices of the sponsoring organization; it will continue to inform and enhance that vision to better meet the needs and support the aspirations of the most economically and educationally disadvantaged youth of Nashville.

The KNMS school leader reports to the KIPP Nashville Executive Director (ED), who is accountable directly to the KIPP Nashville Board of Directors, and indirectly to the KIPP Foundation, for the performance of the Metropolitan Nashville region and the schools that comprise it. The KIPP Nashville CAO will provide academic and instructional support, and his/her feedback on the school leader’s performance and the academic performance of the school will inform the executive director’s evaluation and coaching of the KNMS school leader. The executive director’s primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP schools in the Metropolitan Nashville region.

The executive director’s responsibilities will include but are not limited to:

- Setting clear academic, growth, operational, and financial goals and managing them;
- Building and managing a high-performing KIPP Nashville School Support Center that is able to support schools in their drive to deliver transformational educational outcomes for students;
- Developing and managing performance of the team (school principals and the school support center), instituting strong accountability systems and professional development plans and support;

- Driving organizational alignment across KIPP Nashville schools (including curriculum and instructional alignment), and providing key supports that drive academic achievement and character development;
- Creating and managing a strong centralized support function for the schools, implementing systems to meet the varied needs of the region. These include financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology;
- Building the staff capacity and infrastructure necessary to sustain the KIPP Nashville region at an appropriate scale, and;
- Building and managing the growth of the KIPP Through College program, which supports all students at all grade levels within KIPP Nashville schools.

In other KIPP regions, schools that collaborate with each other and share best practices and resources have shown significant improvement over isolated charter school sites. Growing KIPP in targeted regions contributes to the quality of schools and provides a platform for sustainability over time. Data show that the student growth in core areas is more significant in KIPP clusters—areas in which more than one KIPP school is located and working together, like KIPP Nashville. Regions like KIPP DC, where students outperform their district peers in some grades by as much as 51% on state-mandated assessments; KIPP Metro Atlanta, where 93% or more of students in all grades served by KIPP meet or exceed state standards on state-mandated assessments; and KIPP NYC, where students outperform their district peers in all grades and all content areas assessed by state assessments by an average of 25%<sup>14</sup> demonstrate the impact that a regional KIPP hub can make on its enrolled students. The KIPP Nashville School Support Center has been established in response to this evidence and is comprised of experts who leverage their skills and experience to support each KIPP Nashville school and school leader. Through a shared services model that creates economy of scale for services and support as appropriate, KIPP Nashville provides oversight and support around academics, data management, financial management, human resources, fundraising and development, facilities acquisition and management, technology development and support, and measurement and evaluation.

The KIPP Nashville network will provide the following services and benefits to KNMS:

- Vertical teaming and access to teachers of high school grades (once KNCHS opens) within the KIPP Nashville network to align curriculum and instruction for a seamless approach;
- Curriculum and assessment development and support (through the regional network and the services of the CAO);
- Shared professional development with other teachers serving KIPP students in Nashville, as well as access to PD that may not otherwise be feasible or accessible to stand-alone schools;
- Human resources support, such as faculty recruitment, support and training;
- Operational and fiscal support, providing for a more streamlined staffing model to handle these affairs within the school site (including bookkeeping, accounting, audits and reporting);
- A unified, experienced, well-trained board that advocates for all sites within the region;
- Data collection and analysis to drive school-wide goal-setting and instructional practices;
- Oversight of compliance with NCLB, as well as all other local, state, and federal guidelines;
- Development of instructional technology tools and training/support for effective implementation;
- Research and dissemination of best practices;
- Facilities acquisition, management and maintenance, and;

<sup>14</sup> 2010 Annual KIPP Report Card. < <http://www.kipp.org/reportcard/2010>>.

- Fundraising.

The KIPP Nashville School Support Center provides operational support to each school site in the KIPP Nashville cluster of schools, creating an economy of scale that affords expertise for each site that cannot be sustained by an individual school-site budget. Most importantly, the staff at KIPP Nashville allows school-site leadership and staff to focus on student achievement and results, delegating out other challenges to designated staff at KIPP Nashville. The team is currently comprised of:

*Executive Director: Randy Dowell.*

Randy Dowell was the founder of KAN and the school leader since its inception in 2005. Prior to his selection as a Fisher Fellow in the highly competitive KIPP process, Randy was a highly successful 8th grade math and science teacher. Since coming to Nashville to found KAN, Randy has been an advocate for quality school options for all Nashville students through close working relationships with the governor and MNPS.

*Chief Academic Officer: Meghan Little.*

Meghan has worked as a highly successful math teacher, curriculum coach and Director of Curriculum and Instruction for KIPP schools in Washington DC and San Francisco. Meghan is a TFA alumna who began her teacher career as a fourth and fifth grade math and reading teacher in high-needs schools in Atlanta in 2001. She received the American Star of Teaching award and was featured twice on the United States Department of Education's "Doing What Works" website for her effective use of innovative instructional practices.

*Director of Finance: Rick Theobald.*

Rick returned to KIPP Nashville in 2011 after a two-year return to the for-profit world as the CEO of a multi-million dollar chain of retail businesses. Although Rick served as development lead for KIPP Nashville in 2008, the bulk of his career has been in the management of finance and operations in the private sector, from his role as business analyst and strategic consultant for Andersen Consulting from 1991-1998 through his role as Vice President of Client Services and New Product Development at Asurion from 2001-2007. Rick is a Yale alumnus with an MBA from The Wharton School at the University of Pennsylvania.

*Director of Development: Berry Brooks.*

Berry comes to KIPP Nashville after nearly ten years in development at the YMCA of Middle Tennessee, where he most recently served as Association Regional Development Director. He has worked in development since 1998 and is an active servant leader in his community through his participation in the board of the Liberty Collegiate academy and Martha O'Brien Center, among others. He is a graduate of Duke University, where he earned a BA with a certificate in Markets and Management Studies.

*Director of Operations: Thomas Branch.*

Thomas has been the Director of Finance and Operations at KIPP Nashville since 2009. Prior to this, Thomas served as a highly successful Vice President and Financial Center Manager of a Wachovia branch in Nashville for four years, wherein he earned numerous awards and accolades for his management of the branch. Thomas has nearly ten years experience in the banking industry and holds a BS in Finance with a minor in Economics from Florida State University.

*Knowledge Manager: Josh Czupryk.*

Josh comes to KIPP Nashville from TFA, where the TFA alumnus was a program director responsible for the coaching and performance management of 34 teachers in the Jacksonville region. Prior to his leadership role at TFA, Josh taught music at KIPP Delta Collegiate High School and oversaw development of music programs

and PD for music teachers in the Mississippi Delta. Josh is a graduate of the University of Florida, where he earned a BA in Political Science and a BS in Public Relations.

*Direct of Talent Management/KTC Program Director: Jennifer Hill.*

Jennifer has worked with KIPP Nashville since 2006, when she started at KAN as the school's operations director. Prior to this role, Jennifer worked as Director of Client Implementations and Program Management Senior Product Manager at Asurion. She is a member of the Junior League of Nashville and holds an MEd in Educational Leadership from the National Louis University and a BA (magna cum laude) from the University of Tennessee.

See Attachment F for resumes for each of the individuals who are currently a part of the KIPP Nashville School Support Center.

*KIPP Foundation*

The KIPP Foundation is a national, non-profit organization whose mission is to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top quality high schools, colleges, and the competitive world beyond. The KIPP Foundation achieves its mission by training and supporting school leaders to open and run high-performing public schools based on KIPP's five pillars through the Fisher Fellowship and ongoing support. Although KNMS, like all KIPP schools, is an autonomous school that has the flexibility to implement a program that best meets the unique needs of the students it serves, the support of the KIPP Foundation is a critical component in the organizational innovation of the school. Through the support of the KIPP Foundation, KNMS teachers will have access to a national network of excellent educators who are closing the achievement gap in high-needs communities, high-quality professional development and training, fiscal support through fundraising and advocacy, and the selection and training of the school leader.

As a member of the family of national KIPP schools, KNMS will have access to curricular and instructional best practices from leading educators that are updated to adapt to changes in state and national standards. Through its established relationships with TFA and other groups, KIPP will assist KNMS with its recruitment of outstanding teachers. KIPP also will provide consulting services to support KNMS's business, academic and community outreach programs. Over the next five years, KIPP Nashville will have the opportunity to provide professional development to an increasing number of leaders as the KIPP Foundation was awarded a competitive federal grant through the US Department of Education's Investing in Innovation (i3) program in 2010. The grant enables more emerging leaders to attend KIPP Foundation's professional development programs, which provide a real benefit to KIPP students by allowing its leaders to interface with leadership experts and their counterparts leading elementary schools across the KIPP network.

In addition to providing support for leaders to attend the professional development programs, KIPP has retained Mathematica, a third-party research firm, to evaluate KIPP's impact across elementary, middle and high schools on student outcomes and to capture effective practices in leadership development. KNMS will benefit from sharing effective practices with middle schools across the national KIPP network.

The KIPP Foundation will provide substantial support through its access to significant private and public grants. New KIPP charter schools have historically received money from both the Walton Foundation and from the Federal Charter School Program grant due to the school's affiliation with KIPP Foundation. Based on direction from the KIPP Foundation, KNMS has budgeted a total of \$115,000 from the Walton Foundation over two years and another \$450,000 from the Charter School Planning grant over three years. Moreover, it is the fiscal

support of the KIPP Foundation that enables the Fisher Fellow to dedicate the pre-opening year to planning and hiring for the new school site, in addition to the training and residencies provided through the year-long fellowship.

KNMS’s membership in the family of KIPP schools is subject to a license agreement that includes numerous assurances of quality control. This license requires continuing compliance with KIPP’s Five Pillars as well as frequent multi-day school inspections and assessments by the KIPP Foundation. Membership in the family of KIPP schools will always remain dependent upon achieving and maintaining outstanding academic results. Although the KIPP Foundation has a sustained and significant commitment to the school, KNMS will be first and foremost a Nashville community-focused school. In addition to state and national resources, KNMS will establish strong local partnerships at the grassroots level within the local community. By tapping into the extensive network of resources throughout Nashville, as well as accessing the resources of the proven KIPP organization, KNMS will operate as a homegrown and community-supported public school that successfully serves the needs of Nashville children.

### **Board of Directors**

#### *Board’s Role in Governance of the School*

The KIPP Nashville Board of Directors will provide direct governance of KNMS. The members of the board of directors are representative of the Nashville community and have a wide range of experience and expertise, including: finance, marketing, education, management and administration, law and fundraising. Upon approval of the charter and as required by Tenn. Code Annotated § 49-13-104 (3), a parent representative of a child who is enrolled at KNMS will be elected to the board of directors.

The board of directors shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. With support from the sponsor – KIPP Nashville – the board of directors will oversee financial management of the school and approve the annual school budget. The board of directors will also regularly review and approve the school’s curriculum and calendar, as well as the organization’s goals and objectives. The responsibilities of the board will be limited to governance, whereas the school leader (and to some extent the executive director) will manage the school. The board will ensure that KNMS is committed to the proven KIPP educational philosophy, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school’s charter agreement with the authorizer and is compliant with all applicable local, state and federal laws. The governance and operational policies of KNMS have been designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

The board’s responsibilities include the following:

- Serve as ambassadors for the school by clearly articulating the school's mission, accomplishments, and goals to the community and by garnering support from important members of the community;
- Support and advocacy of charter-friendly policy initiatives at the local or state level;
- Participation in the budgeting process each year, providing advice and feedback to the school leader and executive director, as well as ultimately approving an annual budget and any subsequent amendments;
- Monitoring the implementation of appropriate fiscal controls by school leadership;
- Assuring that there are adequate resources for the school to fulfill its mission by working with the school leader and KIPP Nashville development staff to raise funds broker community or business partnerships that raise local visibility of the school and initiate funding opportunities;
- Serving as the grievance board for parent concerns that are unable to be resolved by the school leader and executive director;

- Monitoring and ensuring compliance with regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices;
- Assessing its own performance annually by evaluating its success as a board and its performance in fulfilling its responsibilities, and;
- Identifying, recruiting, and screening candidates for the board of directors.

#### *Composition of Board*

The board of directors will be representative of the Nashville community and have a wide range of expertise, including finance, marketing, law, human resources, fundraising, philanthropy, and community relations. Most importantly, the board will have committed members who are:

- Firm believers that all children can and will realize high academic achievement;
- Dedicated to furthering the vision and mission of KNMS;
- Eager to contribute their experience and knowledge to the governance of KNMS;
- Willing to volunteer for one or more board committees and to contribute the appropriate time and energy necessary to follow through on assigned tasks, and;
- Skilled in working in a team environment.

#### *Board Terms and Recruitment*

Directors will serve three-year terms and may serve no more than two consecutive terms. The parent representative is elected from the pool of parents of enrolled students. This representative may serve up to three consecutive one-year terms and will be allowed to complete his/her term should the parent's child graduate from the school before the term has expired.

In the event of dismissal or resignation from the board or other vacancies on the board, prospective board members may be asked to join the board and will be selected by a majority vote of the board. The board, at its own choosing, may determine whether to reorganize at the time of the seating of the new board member. All board terms and policies are outlined in the bylaws, included as Attachment B.

#### *Board Guidelines and Development*

Board development is another critical component of creating and sustaining a high-performing school. The board of directors will invest the necessary funds and time to sustain an effective governing body. A commitment to continual development is reflected in the annual retreat for an in-depth review of the school's and board's performance. The retreat will be used to review applicable regulations (such as open meeting and open records laws), as well as revisit the bylaws and other guidance. This retreat will also be used to generate annual strategic plans. In addition, the board participates in an annual self-evaluation process that helps the board better understand its strengths and weaknesses and serve as a useful tool for improvement. As necessary, the board will use consultants for retreats, resource development and to assist with strategic planning and visioning, and will have access to KIPP Foundation training sessions and materials designed explicitly for KIPP regional boards.

To guide the board's activities, a board manual will be made available to all new members. Each new board member will review the manual with the executive director and board chair and be expected to adhere to all policies and regulations outlined therein. The board manual includes, but is not limited to:

- Overview information, including the school's mission statement and articulated goals;
- By-laws and Articles of Incorporation (Attachments B and D);
- Charter contract;
- List of current board members, offices held and terms;

- List of committees, including purposes and objectives of each;
- Board policies – including conflicts of interest policies and legal requirements;
- Organizational goals;
- Strategic plan;
- Recent reports – financial, administrative, programmatic audit; annual report, and;
- Applicable regulations of governing bodies, include open records and open meeting laws.

The board manual will be revised in collaboration with the school leader, the KIPP Nashville Executive Director and the board, and distributed to all board members and the executive staff. A school staff member will be responsible for ensuring that all information within the manual is kept up-to-date. This manual gives board members a clear sense of their roles and responsibilities and helps preserve the governance/management balance between the board and the school administration.

#### *Annual Board Administrative Audit*

The board will conduct an annual administrative audit, comprised of a self-review and executive director review. The board’s self-review will be comprised of a thorough evaluation of their leadership and performance to ensure that the leadership team is meeting its obligations and serving as a faithful implementer of the school’s charter agreement. Based on the outcomes of the review, decisions will be made to improve areas of weakness and to highlight key strengths.

The board’s review of the executive director will serve two functions:

- To ensure that the executive director is meeting agreed-upon benchmarks established by the board and the school leader and consistent with the school’s charter, and
- To facilitate a dialogue about the school’s performance between the board and the executive director.

The annual review will serve as an opportunity to review job performance during the preceding year, develop goals and discuss professional development. This formal evaluation will be the culmination of a year-long process that starts with a goal-setting meeting each fall. In addition, the board will periodically conduct informal evaluations to ensure that any significant issues are addressed in a timely manner.

#### *Board Officers*

The board officers are comprised of a chair, secretary and treasurer. All officers of the board are elected by the directors at their annual meeting and will hold office for the term of one year. Each officer will continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

#### *Board Committees*

The board of directors will work efficiently through a committee structure. The committees include a finance committee, a governance committee, and a development committee. The board may establish other committees and/or task forces from time to time that it deems necessary for carrying out the responsibilities of the board. Certain tasks will be delegated to the committees who, in turn, will recommend a particular action to the full board for discussion. Each board member serves on at least one committee, based on his or her area of interest and experience. Committees will work closely with the executive director, school leader, board members and outside individuals and organizations, when appropriate, to achieve their objectives.

*Meetings*

The KIPP Nashville Board of Directors will comply with the provisions of the state statutes on Open and Public Meetings and Inspection of Public Records. All board meeting agendas will be posted in advance of the meeting and will be open to the public, unless the board calls an executive session. The school will maintain all records that may be requested from time to time from the public and will comply with the fullest extent of the law. The board will meet at least bi-monthly either as a full board or by committee. Meeting notices will be posted prior to each meeting so that parents are informed of meeting dates and locations.

*Board Code of Ethics and Conflict of Interest*

The board's code of ethics and conflict of interest are included as Section VI in the board bylaws (Attachment B). The policy does not replace but supplements all applicable laws and regulations. All board members have a duty to disclose real or possible conflicts of interest, which include financial or otherwise, and a decision regarding the appropriate procedure for addressing such conflicts will be decided by a majority of the board. The board will operate in a manner consistent with charitable operations and make available all minutes and available documentation regarding conflicts of interest upon request and is subject to periodic review.

There are currently no relationships that could pose actual or perceived conflicts.

*Current Directors*

The members of the KIPP Nashville Board of Directors represent a cross-section of dedicated and experienced educators, community leaders, business and organizational leaders. Board members all share in KNMS's mission of preparing students for top quality high schools, colleges and the competitive world beyond. Seven of the board members have served on the board of two years or more at the time of this petition. Current board members have expertise in financial management and investing, education, law, business management, and children's support services. The 2011-2012 KIPP Nashville Board of Directors are:

*Jim Flautt, Board Chair*

Jim is Senior Vice President of Supply Chain Operations for Asurion. Prior to this, Jim led the program management teams for Asurion's Handset Insurance, Warranty Management, Roadside Assistance and optimization of the company's Reverse Logistics and Repair capabilities. He joined Asurion from DigitalThink, a Silicon Valley technology company where he held business development, business strategy and product management responsibilities, most recently as Vice President of Marketing. In addition, Jim has served as a strategy and management consultant for a wide range of technology and industrial companies with McKinsey and Co. He holds a Bachelor's degree in Physics from the United States Naval Academy, as well as Bachelor's and Master's degrees in Philosophy from Cambridge University and an MBA from Stanford University. He served five years in the US Navy as a Nuclear Submarine Officer.

*Will Ed Settle*

Will Ed joined Woodmont Investment Counsel in 2011 upon the combination of Woodmont and Teleion Capital, LLC, an investment management firm that he co-founded in 2002. At Teleion Capital, Will Ed was a Principal and Co-Manager of the Teleion Fund I, LP, which he continues to manage at Woodmont. Prior to forming Teleion Capital in February of 2002, Will Ed was a Research Analyst in the equity capital markets division of Raymond James & Associates (NYSE: RJF) and SunTrust Equitable Securities (formerly Equitable Securities and now SunTrust RH Securities), which he joined in May 1999. Will Ed received a Doctor of Jurisprudence and Masters of Business Administration from the University of Tennessee in May 1999 and a Bachelor's degree in Economics from Vanderbilt University in 1994. Will Ed was admitted to the Bar in the state of Tennessee in 1999. Since 2006 Will Ed has been a member of the Board of KAN, a public charter

school serving at-risk youth, and has served as its Chair since 2008. Settle is also active in Vanderbilt University's alumni affairs and was a member of the Vanderbilt University Board of Trustees from 1994 to 1998, serving as a Young Alumni Trustee.

*Marsha Henry*

Marsha is an assistant nurse manager and registered nurse at the 9th North Surgical Step-down center. Prior to this position, Marsha has served as a registered nurse at both Vanderbilt University Medical Center and Southern Hills Medical Center. In addition to her work as a nurse, Marsha is the proud parent of a KAN student in the class of 2016 and is the designated parent representative to the board for KAN. Marsha is currently enrolled in the Nursing Administration Program at Middle Tennessee State University, with an expected completion date of May, 2013.

*Larry Trabue*

Larry is a Senior Vice-President and Financial Advisor at Pinnacle Financial Partners. Prior to joining the Pinnacle team in 2003, he served in leadership capacities with AmSouth Bank and Commerce Union Bank. Larry is actively involved in many Nashville non-profit organizations and has served on the boards of Second Harvest Food Bank and Friends of Warner Parks among others. Born and raised in Nashville, Larry is a graduate of the Georgia Institute of Technology.

*Drew Goddard*

Drew Goddard is practice leader of the Bass, Berry and Sims' Environmental Group. He graduated from Vanderbilt University School of Engineering in 1975, Tau Beta Pi, and from Duke University School of Law in 1978, Order of the Coif. He joined Bass, Berry & Sims in 1978 and has practiced environmental law for over 20 years. Drew is a former chair of the Environmental Section of the Tennessee Bar Association. He has served on external steering committees of the Tennessee Department of Environment and Conservation, is editor of the Tennessee Environmental Law Letter, and taught an environmental law course at Vanderbilt University School of Law for 13 years. He has served for several years on the various environmental committees and subcommittees of the Tennessee Chamber of Commerce and Industry and has lectured extensively on environmental law issues. In 2005, Governor Phil Bredesen appointed him as the chair of the Tennessee Heritage Conservation Trust Fund Board. Drew has been listed in The Best Lawyers in America® since 1991 and has been named one of the best environmental lawyers in the state by Business Tennessee magazine for the past four years.

*Rob Elliott*

Rob Elliott serves as Vice President of Finance and Administration for Stansell Electric Company, Inc., a Nashville based electrical contractor. Prior to Stansell Electric Company, Rob worked with early stage medical device and technology companies in the roles of entrepreneur, manager and investment banker. In addition to KIPP, Rob has sat on the boards of The Mustard Seed School (Hoboken, NJ) and Bless the Children of Haiti (Boston, MA). Rob holds a B.Sc. in Commerce from the University of Virginia, McIntire School of Commerce and is a graduate of Montgomery Bell Academy.

*Denise Boosalis*

Denise Boosalis is a Manager of ABS Accounting for Nissan North America, Inc. Prior to joining Nissan, she managed financial reporting functions at Asurion, Fruit of the Loom and Sara Lee Corporation after working in public accounting for several years and receiving her Certified Public Accountant designation. Ms. Boosalis received her Master of Business Administration from Christian Brothers University and her Bachelor of

Business Administration from Millsaps College. She is a member of the Junior League of Nashville and completed the Young Leaders program in 2006.

*Rich Wolfson*

Richard Wolfson is the Vice President -- General Counsel and Corporate Secretary of CLARCOR Inc. (NYSE: CLC), a publicly-traded diversified global manufacturer of mobile, industrial and environmental filtration products and consumer and industrial packaging products. He joined CLARCOR in 2005, and serves on the boards of directors of several CLARCOR subsidiaries. From 2001 until 2005, Mr. Wolfson was a partner of the InterAmerican Group, a private equity and corporate development advisory services business, specializing in cross-border industrial transactions. From 2000 until 2001, Mr. Wolfson was the Senior Vice President – Business Development for Education Networks of America, a Nashville-based provider of internet services to public school systems in various states, including Tennessee. From 1991 until 2000, Mr. Wolfson was an attorney with the Chicago office of Baker & McKenzie, where he specialized in complex cross-border transactions and M&A. He was elected partner in 1999 and also worked for Baker offices in Barcelona, Spain and in Santiago, Chile. Mr. Wolfson is an honors graduate of Colgate University with a major in Spanish and minor in Economics, and holds a JD with distinction from Northwestern University School of Law in Chicago. He is fluent in Spanish. He and his wife, Lou Anne, have lived in Nashville for over 10 years, and have three children who attend MNPS (Julia Green and JT Moore).

*Ellen Carr*

Ellen Carr is an investment grade and high yield corporate bond portfolio manager and analyst at the Capital Group, based in Los Angeles. She recently relocated to TN from Los Angeles, and splits her time between the family farm she grew up on and Nashville. She has an undergraduate degree in literature from Harvard and an MBA from the Kellogg School of Management. In addition to her involvement with KIPP, she is on the Finance Committee and Leadership Council of Oxfam America, and her family foundation has established a scholarship and mentoring program in rural TN.

*Elissa Kim*

Elissa Kim has managed the Recruitment team since 1999, and in the last eleven years has produced 28 percent compound annual growth in the applicant pool. In 2010, she led the effort to produce the largest number of applicants and new corps members in the organization's history with 46,366 college graduates applying, yielding a corps of 4,500. She joined TFA's staff after teaching ninth and tenth grade English for three years as part of the 1996 TFA corps in Greater New Orleans. Kim is a graduate of Northwestern University, where she majored in history and religion and played varsity tennis for four years.

*Daphne Butler*

Daphne is the mother of four young children and is an active community volunteer. At present, she serves on the boards of STARS Nashville and the Children's House Montessori School. Last year she chaired the annual fundraising events for the Rape and Sexual Abuse Center and Kids on the Block, Nashville. This year she is chairing the Land Trust of Tennessee's annual Blue Moon event. Prior to moving to Nashville eight years ago, Daphne was Director of Strategic Online Wedding Registry Development and Director of Customer Care at Martha Stewart Living Omnimedia in New York City. Prior to Martha Stewart, Daphne helped start a multi-channel retail company in New York, worked in corporate relations for Burson-Marsteller, Inc. in Chicago, and served as an investor relations associate for the Chicago-based investor Sam Zell. Her passion for education began upon graduation from the University of Virginia in 1991 when she moved to Washington, D.C. to work for Lamar Alexander at the US Department of Education. Since college, Daphne has volunteered as a mentor

and/or tutor in Charlottesville, Washington D.C., Nashville, Chicago and New York. Daphne speaks Spanish fluently.

Resumes for each board member are included in Attachment E.

#### *Parent and Community Involvement in Governance*

KNMS will encourage parent and community involvement in the governance process through the board. One elected representative from the parent body will serve on the board annually to represent the interests of parents of KNMS. In addition, the board recruitment process will focus on the immediate community served by KNMS. Parents will also be invited to participate on board committees.

### **School Management**

#### *School Leader*

The school leader of KNMS shall demonstrate exceptional leadership abilities. The school leader will have participated in the rigorous KIPP School Leadership Program as a Fisher Fellow, and have been selected using the intensive, rigorous selection process for this program (which includes vetting by the KIPP Nashville Executive Director to ensure s/he is the best fit not just for KIPP, but the students of Nashville who will be served at KNMS). Detailed information regarding the KIPP School Leadership Program, as well as profiles of current participants can be found at <http://www.kipp.org/school-leaders>.

The KNMS school leader will implement KIPP’s Five Pillars in the operation of the school and will ensure that the mission, goals, and objectives of the school are being fulfilled. The school leader’s responsibilities will include but will not be limited to:

- Creation of a school design plan, with the support of leading national experts on education and charter schools through the Fisher Fellowship, that informs revisions to the proposed charter application (see Attachment Q for a description of the Fisher Fellowship and school design plan);
- Hiring, managing, and evaluating instructional and non-instructional staff;
- Managing the school’s budget;
- Serving as the chief instructional leader;
- Ensuring compliance with state and local policies;
- Serving as the lead for cultivating community partnerships;
- Ensuring that the school is reaching its goals and moving toward its mission under the guidance of the board;
- Management of the school’s daily operations;
- Communicating the vision and mission of the school to all stakeholders;
- Preparing the annual report and providing the board with regular updates on the school’s progress in meeting the goals outlined in the school’s accountability plan;
- Encouraging and providing opportunities for exchanging and sharing information between the school, the community and the district;
- Ensuring that the school is financially stable and fiscally responsible;
- Oversight and procurement of relevant, effective professional development for faculty and staff to teach and work with the students, and;
- Maintaining a mission-driven, productive school culture for all stakeholders (including parents, staff and students), which engenders academic and personal success.

*Assistant Principal*

The school will have one assistant principal for the lower school (grades five and six) and one for the upper school (grades seven and eight). These administrators will work closely with teachers, students and families in these grade levels to ensure students are meeting behavioral and academic expectations. The assistant principal will be the direct supervisor for all instructional staff in the grade levels s/he presides over, initiating all weekly coaching sessions, reviewing weekly lesson plans and assessments, tracking teacher and student data, and reporting instructional priorities and PD needs back to the school leader for school-wide implementation. Although the annual formal evaluation for teachers will come from the school leader, the assistant principal's findings throughout the year will inform this evaluation and goal-setting for the subsequent year.

The assistant principal also presides over grade-level chairs as the senior disciplinarian. The assistant principal tracks student behavior and meets with students and parents as necessary. Proceedings for suspension and/or expulsion originate with the assistant principal, and child study teams may be called by any staff member but are presided over by the assistant principal. All parents have the cell number for the assistant principal for their student's grade level, creating another level of communication from home to school.

*Business Manager*

The business manager will work closely with the school leader to manage the day-to day finance and operations for KNMS. S/he will report directly to the director of operations at the school support center with day-to-day oversight from the school leader. The business manager's responsibilities include but are not limited to:

- Coordinating annual planning and budgeting process;
- Implementing and managing financial controls and separation of duties;
- Executing analysis and review of monthly financials and prepare reports financial reports for school leader and the board;
- Coordination of all of the operations of the building including janitorial services, landscaping, garbage pick-up and utilities;
- Coordination of all operational projects and be key point of contact with Metropolitan Government of Nashville Department of General Services;
- Developing and maintaining key financial and operational processes;
- Coordinating all maintenance requirements and requests, and;
- Coordinating all volunteer programs.

*Office Manager*

The office manager will work closely with the school leader to coordinate day-to-day operations for KNMS. The office manager's responsibilities will include but are not limited to:

- Acting as the first point of contact for parents and community members contacting or visiting the school;
- Serving as the registrar, helping maintain student records and registering new students;
- Receiving invoices, ordering supplies, and collecting and maintaining some human resources documentation;
- Assisting with the internal financial controls and separation of duties, and;
- Participating in the school community: assisting the school leader with student recruitment, teaching electives and tutoring students, and chaperoning local and out-of-state, overnight school trips.

*Governance and Operational Policies*

The following policies have been established by the board to guide the governance and operation of schools within KIPP Nashville. Policies that pertain to staff have been included in the staff handbook, included as Attachment U.

*Non-Profit Status*

KIPP East Nashville Preparatory, doing business as KIPP Nashville, the sponsor of KNMS, has been organized as a Tennessee nonprofit corporation and will operate as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). See Attachment D for the Articles of Incorporation for KIPP East Nashville Preparatory and Attachment C for Letter regarding tax-exempt Status.

*Commitment to Non-Discrimination*

KNMS shall comply with all applicable federal, state and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry.

*Accountability*

KNMS shall operate under the auspices of, and be accountable to, MNPS and subject to all MNPS' policies and regulations, unless specifically waived.

*Procedures*

KNMS shall operate in compliance with all MNPS policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific MNPS' policies or regulations and state law may be requested by KNMS by submitting such a request, in writing, to the MNPS superintendent. The request shall include the reasons why KNMS is in need of or desires the waiver. The superintendent shall have ten (10) school days to review the request and, thereafter, will present the matter before the school board at its next regular meeting. Waivers of the MNPS' policies and regulations may be granted only to the extent permitted by state law. In the event the policies or regulations from which KNMS is requesting a waiver is required by state law, MNPS agrees to jointly request such a waiver from the state board of education.

*Non-Religious, Non-Sectarian Status*

KNMS agrees that it shall operate, in all respects, as a nonsectarian, non-religious, non-home-based public school. KNMS shall not be affiliated with any nonpublic or sectarian school or religious organization.

*Mandatory Reporting*

KNMS shall develop, with the cooperation of MNPS, the types of reports MNPS would like from KNMS. These written reports will concern its operations – financial or otherwise – including, without limitation, progress made toward its educational goals and objectives, policy development issues, student attendance and student discipline information and personnel matters.

*Dissolution*

In the event KNMS should cease operations for whatever reason – including the non-renewal or revocation of its charter – it is agreed that MNPS shall supervise and have authority to conduct the winding up of the business and affairs of KNMS; provided, however, that in doing so, MNPS does not assume any liability incurred by KNMS beyond the funds allocated to it by MNPS under the charter agreement. MNPS' authority hereunder

shall include, but shall not be limited to, the return and disposition of any assets acquired by purchase or donation by KNMS during the time of its existence.

### *School Governance*

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNMS. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNMS (referred to herein as either the board of directors or the board). The board of directors will control all of the operations and governance of KNMS. The members of the board of directors will be representative of the Nashville community and will have a wide range of experience and expertise, including: finance, marketing, education, management and administration, law and fundraising. As required by Tenn. Code Annotated § 49-13-104 (3), a parent representative of a child who is enrolled at KNMS will be elected to the board of directors.

### *Operational Policies*

KNMS shall be responsible for its own operations within the limitations of any funding provided by MNPS and other revenues derived by KNMS consistent with law, and shall have authority to independently exercise – also consistent with federal and state law – the following powers (including such other powers as provided for elsewhere in the charter):

- contract for goods and services;
- prepare a budget;
- select personnel and determine their compensation;
- procure insurance;
- lease facilities for school purposes;
- purchase, lease or rent furniture, equipment and supplies, and;
- accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of the Charter.

MNPS shall be given written notice of all accepted gifts, donations and grants, and any conditions thereof on a monthly basis. In exercising these powers, KNMS shall comply with all applicable MNPS policies unless a specific waiver is obtained. Upon request, KNMS shall furnish to MNPS copies of all written policies or procedures it may develop with respect to any matter relating to its operations and educational program upon adoption of such policies by the board.

## **Travel Policies**

### *Student Field Lessons*

Field lessons and other off-campus learning experiences are an integral part of the KNMS educational program. KNMS believes that these experiences will provide invaluable opportunities to its students and anticipate that the majority of field lessons will have a college focus. These fieldtrips will have a clear academic and educational purpose and be well planned to ensure maximum value. The school leader will approve all field lessons and off-campus learning experiences. The safety of the students is clearly a priority when taking students on fieldtrips and off-campus learning experiences and every reasonable precaution will be taken to ensure student safety. The procedures listed below are followed for every field lesson:

Each field lesson will be designed and planned by teachers under the direction of the school leader with clear objectives arising from KNMS academic and enrichment programs.

Teachers will submit a detailed plan to the school leader for final approval three weeks prior to the planned field lesson. The plan must demonstrate that teachers have taken steps to minimize cost and maximize learning.

All field lessons will be provided at no cost to students.

1. Each parent/guardian will be required to sign and return a field lesson permission slip that will detail the purpose of the trip and provide all essential logistical information, such as where students are going, the duration of the trip and the mode of transportation. Parents are encouraged to participate in field lessons as well, and may sometimes serve as additional chaperones.
2. Emergency contact information for all students and appropriate first aid supplies will be brought on every field lesson.
3. Students will participate in appropriate follow-up activities at the school upon their return from the field lesson.
4. Teachers and administrators will evaluate the effectiveness of each field lesson.

### *Safety*

The establishment and maintenance of a teaching and learning environment that promotes wellness, health and safety is a primary responsibility of the KIPP Nashville Board of Directors. Policies will be developed in accordance with all of the applicable health and safety laws and regulations of federal and state government as they pertain to public school operation.

The school leader is responsible for seeing that the day-to-day practice of safety is a part of the school and is included in the instructional program. Policies will address the following topics:

- Fire protection
- Accident prevention and reporting procedures
- Indoor air quality plan and asbestos inspections
- Multi-hazard plan
- Warning systems
- Emergency drills (Local and community-wide, including fire, severe weather, earthquake and bomb threats)
- Emergency closings
- Traffic safety
- Traffic and parking controls
- Safety inspections
- First aid, emergency medical care, infection control
- Student/employee provision of required health records and required immunizations
- Staff TB clearance and CORI checks
- Reporting of suspected child abuse/neglect
- Sexual harassment
- Establishment of alcohol/drug/tobacco/violence-free environment

Other topics for policy establishment will be determined via review and compliance with Nashville Board of Education policies and procedures. All staff members shall report current and potential hazards to their immediate supervisors. Items that endanger school facilities and individual safety are not allowed on school premises.

### *Security*

Procedures to adequately protect school property shall include, but not be limited to:

Controlling the issuance of building keys, master keys, access cards, and security cards

Permitting access to classrooms, laboratories, gymnasiums or other school facilities or equipment only during times when there is appropriate faculty and staff supervision

### Securing teacher work areas when being left unattended or at the end of the day

The school leader shall secure assistance from law enforcement officials when it is deemed necessary to maintain order or security during the school day or during extracurricular activities at school. The school leader shall call the Nashville Police Department in cases involving illegal entry, theft or vandalism. The school leader shall also notify the board within 24 hours after each case of vandalism, theft, building damage and illegal entry. The board is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

### *Crisis Intervention and Emergency Preparedness Plan*

KNMS is committed to providing a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration among schools, emergency response agencies, parents and the community. A draft of the KNMS Crisis Intervention and Emergency Preparedness Plan is included as Attachment N. It outlines procedures and activities that will be instituted to prepare for and react to emergencies. The Crisis Intervention and Emergency Preparedness Plan has been prepared as a living document that will be reviewed and updated at least annually.

As KNMS prepares to open its doors to students for the first time, the Crisis Intervention and Emergency Preparedness Plan will be updated during the spring of 2013, approved by the board of directors and implemented so that newly-hired faculty and staff can be trained well in its contents. It is currently under review and will undergo additional revisions by the school leader. Completion of this plan is noted in the school's implementation timeline and the board of directors will expect to approve a final version of this plan at its June 2013 meeting.

See Attachment W for the parent and staff grievance policy.

See Attachment U for the staff handbook, which includes any policies developed by the board not listed above.

## Section VII – Student Discipline, Expulsion or Suspension

A well developed plan should be presented in this section for student discipline, expulsion and suspension for both general education and exceptional students that includes both long and short term due process protections for students and parents along with policies and procedures for implementing alternative instruction.

The discipline policy should include the following:

- The substantive acts for which a student may be disciplined
- The consequences, or range of consequences, resulting from committing such acts, including suspension or expulsion
- The due process procedures the school will follow in applying the discipline policy
- The individuals (if not the person, the position) responsible for carrying out the discipline policies
- A description of the professional development that will take place to ensure all school staff is trained to implement the discipline policies
- An explanation of how the discipline policy will create a positive learning environment and provide for the safety of students and staff

Charter schools are subject to all federal laws and regulations governing the discipline of students with disabilities, including the requirements of the IDEA and the federal Department of Education’s implementation regulations. The discipline plan presented should reflect these safeguards for students with individual education programs.

### Evaluation Rubric

An excellent application will include:

- Discipline policies that address the full range of acts that can be disciplined up to and including suspension and expulsion, that provide adequately for the safety of students and staff; provide due process for all students and include IDEA requirements for exceptional education students
- Create a positive environment for learning
- A description of how the charter school will work with the local LEA to ensure smooth transition from the charter to another district school if expulsion is the only option.
- A clear explanation of due process safeguards for students with disabilities that are compliant with federal and state laws (both IDEA and 504).

### Culture of Scholarship

KNMS will create a college-focused culture in which students embrace the idea that college is important and, in order to effectively prepare for this goal, will internalize the habits of scholarship. The school will be a safe place for learning and will be characterized by academic excellence. Faculty and staff will have a “whatever-it-takes” stance (see Attachment U for the staff handbook, which outlines some of the protocols and practices in place that comprise this stance) and will work relentlessly to support their students’ success. KNMS families will support the school by being engaged in the school community and by actively participating in their student’s education through frequent communication with the school about their student’s behavioral performance. Clear expectations about student conduct will ensure students and families are equipped to meet the high expectations for scholars and their behavior.

In order to ensure that a strong school culture will be established and that distractions are kept at a minimum, expectations will be clear and issues addressed immediately with clear consequences. Student behavior and adherence to school-wide systems will be taught and continuously modeled by teachers and administrative staff.

Students who meet behavioral expectations will be consistently and publicly rewarded with special privileges, leadership opportunities and other measures of positive behavior support, which are primarily tracked through the paycheck system.

The culture of scholarship is primarily guided by two artifacts: the school’s core values and the credo.

#### *KIPP Nashville Credo*

If there is a problem, we look for a solution.

If there is a better way, we find it.

If a teammate needs help, we give.

If we need help, we ask.

The KIPP Nashville Credo will not only be posted visibly throughout the school and revisited frequently throughout the year, but will be modeled by staff and addressed in situations where it is appropriate to review. Students and staff are expected to live by the credo while at KNMS, and it is expected that authentic internalization of this credo will support students in meeting their goals.

#### *School Values*

The school values have been identified as foci because they are necessary for students to climb the mountain to college and be successful in life beyond. The seven values of KIPP Nashville will be adopted at all school sites within the KIPP Nashville network of schools, including KNMS. They were developed through a collaborative process that involved remarkable educators from KIPP and Riverdale Country School. This team collaborated with pioneering psychologists at the University of Pennsylvania, Angela Duckworth and Martin Seligman, and Chris Peterson of the University of Michigan. In their landmark work, *Character Strengths and Virtues* (Peterson, C. and Seligman, M.E.P. 2004. Oxford: Oxford UP), Peterson and Seligman identify twenty-four character traits that were demonstrated by successful and happy people across time and culture. Of these twenty-four traits, the teams worked together to create a list of traits that correlate most strongly with success: these are the seven values that will unite all KIPP Nashville sites. Because the network will share the seven values, every school will be able to work collaboratively with the others to align instruction and recognition of the values.

- Optimism: Hope, optimism, future mindedness, and future orientation represent a cognitive, emotional, and motivational stance toward the future. Thinking about the future, expecting that desired events and outcomes will occur, acting in ways believed to make them more likely, and feeling confident that these will ensue given appropriate efforts sustain and galvanize goal-directed actions.
- Zest: A zest-filled, energized, vital person is someone whose aliveness and spirit are expressed not only in personal productivity and activity – such individuals often infectiously energize those with whom they come into contact.
- Grit: Grit, perseverance, and persistence are the voluntary goal-direction actions in spite of obstacles, difficulties, or discouragement.
- Curiosity: Curiosity, interest, and openness represent one’s intrinsic desire for experience and knowledge. Curiosity involves pursuit in response to challenging opportunities.
- Social intelligence: Social intelligence is the trait of perceiving emotions in relationships, and then displaying a keen understanding of the meanings of those relationships. Socially intelligent people have an accurate self-understanding and self-assessment, including the ability to reason within large and small groups.

- **Gratitude:** Gratitude is a sense of thankfulness and joy in response to receiving both tangible and intangible opportunities and gifts. Whether giving or receiving, gratitude stems from the perception that one has benefited due to the actions of another person.
- **Self-Control:** Self-control, or self-regulation, refers to how a person exerts control over his or her own responses so as to pursue goals and live up to productive standards. These responses include thoughts, emotions, impulses, performances, and other behaviors. Simply put – self-control is usually used to refer to making oneself do things that one does not want to do and resisting temptation.

School values will be integrated into the discipline system through paychecks and various celebrations and recognitions of students throughout the year that are aligned to the values. For each value, specific habits and behaviors will be identified and students will earn paycheck dollars, recognition, and special privileges by demonstrating these habits and behaviors. Character education is based on the values, with students participating in explicit instruction in homerooms, grade team meetings, Saturday school and summer school, in addition to the daily teachable moments that happen within each classroom. All students and parents will annually sign a Commitment to College Completion at the start of the year, which outlines the school's values and specific behaviors and habits that demonstrate the values.

#### *New Student Orientation*

Each new KNMS student will participate in a mandatory orientation before the new school year begins. During the orientation period, students will spend time learning about the school culture, history and purpose. In addition, students will be taught all of the school-wide systems and procedures that the school will use to bring structure and order to the students' academic life. This ensures that every student is not only well versed in the expectations and culture of the school when school starts, but builds a cohesive, "team and family" environment wherein students will succeed. During orientation, students will practice transitions and other protocols meant to maximize instructional time, learn how to get help when it's needed, and begin to participate in the paycheck system. Students will also be asked to sign a Commitment to College Completion at this orientation, where the commitment, the meaning of it, and its significance to the scholarly community are discussed at length. Students will be expected to be able to explain the school values and the commitment, as well as why such things are important to their educational success to ensure every student clearly understands the school's expectations and the rationale.

#### *Uniforms*

To maintain an academically-centered culture, minimize distractions, and encourage a feeling of unity, KNMS students will wear uniforms consisting of KNMS shirts, a belt, pants and shoes of a color and style to be determined by the school leader as aligned with the school's scholarly environment. Positive behavioral support may be facilitated through dress codes and uniform privileges. For example, students who have attained a particular distinction for model behavior may wear a particular color to stand apart; honor students may wear a particular style of shirt or tie.

#### *Staff Support of Culture*

At KNMS, staff will "sweat the small stuff," creating a culture of high expectations wherein all students will learn to behave as scholars who work together as a team. From appropriate posture and framing of a question in class to spontaneously demonstrating school values when opportunities arise, students will consistently be supported in behaving as scholars who demonstrate the school's core values through clear expectations and written and verbal feedback that explicitly addresses desirable and undesirable behaviors.

Staff will learn about this culture as part of the summer professional development. Every staff member will learn about the behavioral norms and expectations throughout the school, from the way students should SLANT to the acceptable language for students to use when asking a question. Because all staff will be trained in the same expectations for students and given tools (including iPads and LiveSchool software) to monitor those expectations, students will move seamlessly throughout the building with the same norms for behavior and attitude. Further, staff will be expected to maintain the culture as part of their evaluation and coaching. Teachers who need more support with implementing consistent expectations may receive individualized coaching and/or PD on building student culture. Classroom observations and even lesson plans will be reviewed regularly to ensure all teachers are effectively and consistently implementing the same norms and expectations of student behavior.

## **Code of Conduct**

### *Safe and Orderly Environment*

KIPP Nashville schools are unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, students cannot meet and exceed the rigorous expectations of KNMS; therefore, a firm and consistent discipline policy is necessary. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of the KIPP Nashville student code of conduct.

### *School-Related Disciplinary Offenses*

The KIPP Nashville discipline system is designed to focus students on the school mission by ensuring that class and school environments are safe and orderly. This system includes the following tiered consequences that reinforce values and support the KIPP Nashville mission:

- paycheck bonuses and deductions;
- detentions;
- suspensions;
- dismissal, and;
- expulsion.

Below is a description of school-related disciplinary offenses for which a student may be subject to in-school suspension, out-of-school suspension, dismissal, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds;
- during a school-sponsored activity;
- on the school bus, or;
- during events sufficiently linked to school.

### *Paychecks*

One way to remind students of the mission of the school and to help them achieve their goals is through the paycheck system. Teachers give bonuses for focusing on learning and behaving in a way that will bring success. Teachers give deductions to help students regain focus on learning when they are distracted from it. This system reinforces the value of responsibility. The environment is intentionally maintained in a way that enables students to focus on themselves and what they need to do to be successful. To establish a respectful and focused

school environment, infractions are weighted differently, with some infractions earning multiple deductions, while other infractions earn single deductions.

The current plan is for each teacher to use an iPad loaded with the LiveSchool software to maintain students' paychecks. Through this system, teachers can add and subtract dollars, insert notes about a student's performance or behavior, communicate with other staff in real time about the student's behavior, access student records and parent contact information, send emails and texts about student behavior to parents and/or other staff, and see other staff member's comments and actions from throughout the day, week and year. This creates a seamless, consistent approach to discipline wherein teachers have access to the information they need to make decisions for students that will best facilitate their success. As students enter the room for class and attendance is taken while students complete their do-now, teachers can survey the class's behavior data from throughout the day to be prepared to act accordingly. Likewise, other teachers and school leadership can "check-in" on the behavior in a class without walking into the room, enabling staff to provide the supports needed to facilitate behavioral success for all students. Findings from child study teams and behavioral interventions that may have been prescribed as a result of such a meeting can also be accessed through the system. System data will be downloaded weekly as part of the weekly progress report that is sent home and signed by parents.

If a student commits one of the infractions below, the student shall receive a paycheck deduction, may receive detention, may be sent home for the rest of the day, and/or may lose some or all school privileges. Loss of privileges includes, but is not limited to: eating lunch alone and/or lunch detention, performing extra service for the school, and missing school events, trips, or activities (including dances and assemblies). Furthermore, a meeting between the student, his/her parent or guardian, and the student's homeroom teacher, assistant principal, and/or school leader may be required in order to address the student's behavior and plan for improvement. Infractions include:

Infraction	Deductions per Infraction
Disrespect Disruption of Class	3 deductions, automatic detention
Not Following Directions Inappropriate Contact Hall Conduct Integrity breaches	2 deductions
Late to School or Class Speaking out of Turn Gum/Food/Drink Out of Uniform Unprepared for Class	1 deduction

#### *Detention*

If a student commits one of the infractions below, the student shall receive detention, may be sent home for the rest of the day, and/or may lose some or all school privileges. Furthermore, a meeting between the student, her parent or guardian, and the student's Homeroom Teacher, Dean of Students, or School Leader may be required in order to address the student's behavior and plan for improvement. Infractions include:

- Disrespecting a faculty, staff, or other member of school community;
- Disrespecting a fellow student;
- Destruction of school property, and;
- Disruption of class.

In addition to the above list, any student whose paycheck falls below \$30 for two consecutive weeks may be required to attend an after school detention.

#### *Out-of-School Suspension*

If a student commits one of the infractions listed below, the student shall receive an in- or out-of-school suspension. Before the student is returned to class, the student, his/her parent or guardian, and the student's homeroom teacher, assistant principal, and/or school leader will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of a fellow student;
- Gross disrespect of faculty or staff, and;
- Continued disruption of class.

If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension. Before the student is returned to class, the student, his/her parent or guardian, and the student's homeroom teacher, assistant principal, and/or school leader will meet in order to address the student's behavior and plan for improvement. Infractions include:

- Gross disrespect of school property;
- Using or possessing over-the-counter medication inappropriately;
- Damaging, destroying, or stealing personal or school property or attempting to do so;
- Committing sexual, racial, or any form of harassment or intimidation;
- Cutting school or class;
- Using abusive, vulgar, or profane language or treatment;
- Making verbal or physical threats, empty or otherwise;
- Fighting, play fighting, pushing, shoving, or unwanted physical contact;
- Setting off false alarms or calling in groundless threats;
- Gambling;
- Departing, without permission, from class, floor, building, or school-sponsored activity;
- Unauthorized use of the building elevator;
- Forgery of any sort, including parental signatures;
- Cheating or plagiarism, or copying of anyone else's work, and;
- Repeated and fundamental disregard of school policies and procedures.

In addition to the above list, any student earning excessive or repeated after-school detentions (3 or more in a week, or 4 in two weeks) may be suspended.

#### *Expulsion*

Under certain circumstances designated by MNPS as "Zero Tolerance Offenses," students shall be subject to expulsion by the school leader as explained below.

- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of, under the influence of, or attempting to distribute a controlled or banned substance including, but not limited to, marijuana, cocaine, or heroin, may be subject to dismissal from the school or school district by the school leader.
- Any student who brings a weapon including, but not limited to a knife, handgun, shotgun, rifle, poison gas, or explosive device, onto school property will be subject to expulsion from the school or school district by the school leader.

- Any student who assaults a school leader, administrator, teacher, associate teacher or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, will be subject to expulsion from the school or school district by the school leader.

Parents of any student charged with a violation of either paragraph a), b) or c) shall be notified by phone of an opportunity for a parent conference. During this conference, the parent will be given the option to either request a hearing with an expulsion hearing in front of an ad-hoc disciplinary committee of the KIPP Nashville Board or immediately withdraw her child. If the parent chooses to withdraw, s/he must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine whether to conduct an expulsion hearing or to refer the student to his/her school of zone.

If the parent requests an expulsion hearing with the ad-hoc disciplinary committee of the KIPP Nashville Board of Directors, the committee will conduct a hearing within 10 days. While awaiting this expulsion hearing, the student shall be suspended from KIPP Nashville. At the expulsion hearing the student may have representation, along with the opportunity to present evidence and witnesses before the school leader.

If the disciplinary committee upholds the expulsion recommendation, the parent must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine whether to conduct an expulsion hearing or to refer the student to his/her school of zone.

When a student is expelled under the provisions of this section, MNPS shall determine whether, and in what school setting, to provide educational services to said student. Once the student has either withdrawn from, or been expelled by KIPP Nashville, the district's discipline coordinator may request and shall receive from the school leader a written statement of the reasons for said expulsion. Students should note that the definition of "assault" (both above and below) includes not only harmful or offensive contact, but also threatening such contact.

#### *Dismissal*

In addition to those Zero Tolerance offenses provided by the MNPS Code of Conduct (listed above), students may face dismissal from KIPP Nashville for the violation of KIPP Nashville Zero Tolerance offenses. Dismissal is the removal from KIPP Nashville for no less than one calendar year. Any student who is dismissed from KIPP Nashville must contact MNPS Student Services and speak with the disciplinary coordinator, who will then determine whether to conduct an expulsion hearing or to refer the student to his/her school of zone.

Dismissal from KIPP Nashville may result from the following infractions:

- Repeated or excessive out-of-school suspensions;
- Repeated and fundamental disregard of school policies and procedures;
- Possession, use, intoxication by, or transfer of tobacco, drugs, or alcohol;
- Assault against fellow students or other members of the school community, or;
- Destruction or attempted destruction of school property including arson.

The school leader has the authority to suspend, dismiss, or expel a student who has been convicted of a felony if the school leader determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or laws of Metropolitan Nashville and Davidson County, may be handled in cooperation with the Nashville Police Department and may result in dismissal and/or expulsion.

Parents of any student recommended for dismissal by the school leader shall be notified by phone of an opportunity for a parent conference. During this conference, the parent will be given the option to either request a hearing with an expulsion hearing in front of an ad-hoc disciplinary committee of the KIPP Nashville Board or immediately withdraw her child. If the parent chooses to withdraw, s/he must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine whether to conduct an expulsion hearing or to refer the student to his/her school of zone.

As with an expulsion, parents of a student recommended for dismissal have an opportunity for due process and may request a hearing in front of an ad-hoc disciplinary committee of the KIPP Nashville Board. Should a parent request a hearing, the dismissal hearing process will mirror the expulsion process. However, if the ad-hoc disciplinary committee upholds the school leader's decision to dismiss, the student may transfer to another MNPS school and must contact MNPS Student Services to determine appropriate placement.

## **Infractions**

### *Student Cell Phone Policy*

Students may bring a cell phone to school, but it must be turned off and kept in their book bag while the child is on the bus, in school, or on school property. KIPP students are not permitted to bring cell phones on field lessons. Cell phones or other electronic devices may never be taken out by a student while on school property for any reason.

If a student's cell phone or electronic device is out of the book bag for any reason, it will be confiscated. First offense: The student will be reminded of the school policy and the device will be confiscated. Confiscated devices may be picked up at the school office by a parent/guardian during school hours, Monday – Friday.

Second offense: The device will be confiscated and the student will either lose the privilege of carrying a cell phone or serve a one-day out of school suspension (parents can choose between these two consequences). Confiscated devices may be picked up by parents during school hours, Monday – Friday.

If parents are concerned about their child's cell phone or electronic device being lost or stolen, they should not send it to school. The school cannot accept responsibility for lost or stolen items, even in cases when a teacher or staff member agrees to hold a student's cell phone for the day or when a student cell phone has been confiscated by a teacher or staff member.

### *Attendance*

KNMS students arrive by 7:30 AM every day and remain at school until 4:00 PM Monday through Friday. KNMS students arrive at school between 8:30 and 9:00 A.M. for Saturday school and remain until 12:00 P.M. If a student is going to be absent s/he must contact the school the day before the day of the expected absence. If a student becomes sick in the morning, the student's parent or guardian must contact the school by 8:00 AM.

Upon the student's return to school, the student is expected to bring a signed note from his or her parent or guardian including the date or time and a legitimate reason for the absence. Approval of excused absences is made by the administration. If a student is repeatedly absent, the school leader, teacher(s), student and parent or guardian will meet to address the issue.

- All absences are considered unexcused absences unless there is a note from a doctor, a death in the immediate family, or religious holiday – all of which are valid reasons for absences.
- All work that was missed due to an absence must be completed. An absent student will be given one make-up day for each day of school missed.
- Appointments (doctor, dentist, etc.) should not be scheduled during school hours.
- Suspensions are considered unexcused absences.
- Early dismissal is not acceptable except in case of emergency.

Excessive absences may place the student at risk of not being promoted to the next grade. Parents and legal guardians of children between the ages of 6-17 years are responsible for their child’s attendance. Children who miss one or more days of school must have a note explaining the reason for the absence when they return to school. Families have three days to send this note before the absence is considered unexcused. When a student is frequently absent or becomes truant - three (3) or more total days of unexcused absences - the school leader will refer the student to an attendance officer, send a legal notice to the family, or send the case to juvenile court. If a student misses ten (10) consecutive days of school, the student will automatically be dropped from the rolls of KNMS, and will be required to enroll in his/her zoned school.

#### *Tardy Policy*

KNMS opens at 7:30 AM each weekday morning and 8:30 a.m. for Saturday school. Students arriving after the beginning of the school day are considered tardy. Excessive tardiness is a clear violation of the Commitment to College Completion and students will lose school privileges and could potentially be required to attend detention, or be subject to suspension or dismissal.

#### *Homework*

KNMS students in every grade will have homework every night. To assist in the development of strong study habits and to encourage discussion of academics, parents should review assigned homework with their child each evening. Parents must sign their child’s agenda every night. Parents may be asked to sign their child’s homework and/or tests at the teacher’s request. Late homework will not be accepted after 24 hours. If homework is late within the 24 hours, 20% will be taken off the student’s homework grade. Students who do not have all homework completed and ready to turn in at the start of the day will participate in lunch detention for the day and lose paycheck points. Students who frequently have incomplete or missing homework assignment will lose additional privileges and a child study team will convene to devise appropriate solutions, which may include daily parent phone calls, weekly teacher-check-ins, before-school tutoring/homework checks, and after-school detention during which all assignments from the day must be completed.

#### *Defiance, Disrespect or Insubordination to School Authorities*

- First offense: One-day in-school suspension, with a parent conference by phone; student also placed on disciplinary probation.
- Second offense: One-day off-site suspension, with a parent conference at KNMS; student also placed on disciplinary probation.
- Third offense: Three days off-site suspension, with parent conference at KNMS; student could be placed on disciplinary probation with sanctions or could possibly be dismissed.

#### *Closed Campus*

No student shall leave the campus without proper authorization at any time during the school day; from the time school starts in the morning until the dismissal bell at the end of the last period. Authorization to leave campus may be granted by the school leader for the following reasons:

- Illness, doctor/dental appointment or emergencies
- School-approved off-campus events
- Other activities as deemed appropriate by the school leader. Any student who leaves the campus during the school day without proper authorization shall be assigned an appropriate consequence of in-house service. Proper authorization will include parental approval.

Repeated offenses may result in temporary leave of absence or dismissal.

#### *Students with Special Needs*

Nothing in the KNMS Code of Conduct, or in the school's Student Commitment to College Completion will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the school leader or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

## Section VIII – Personnel

A proposed charter school must provide a staffing chart for all staff positions, both instructional and non-instructional, for the first five (5) years of operation along with a narrative that explains the rationale for your staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers, ELL teachers and any other specialty teachers whom you plan to hire. Please use the chart below as a guide. This chart does not need to list every person by name, but should list categories and provide the number in that position, e.g. the number of kindergarten classroom teachers or the number of math teachers. In the case of high schools, list teachers by their subject area, e.g. number of algebra teachers, number of English teachers, etc.

Your narrative should demonstrate alignment between your proposed student enrollment numbers, key design elements, and budget and circle back to the mission and vision of the school. For instance, if your school design focuses on technology education, then your staffing chart and personnel budget should reflect your capacity to support direct technology instruction for students, hardware and software requirements, and training for teachers to implement the chosen model. Under Tennessee law, charter school employees must be allowed to participate in the health benefits of the local LEA in which they reside. The LEA will bill the charter schools for the employer portion of those benefits. Also under Tennessee law, charter school teachers must participate in the Tennessee Consolidated Retirement System (TCIRS). These requirements must be considered in the budget and budget narrative.

The narrative should also provide an explanation of hiring policies and the relationship that will exist between the charter school and its employees. Strong proposals will provide job descriptions that illustrate the roles and responsibilities of positions within the organization as well as detailed hiring practices. The policies should also include evaluation and termination guidelines.

Particularly important is the school leader, who should be at the top of the organizational chart. Contemporary research indicates that effective school leadership is one of the primary elements of an effective school. Tennessee is looking for founding groups who have devoted intentional and serious thought to determining the type of school leader needed to establish an effective, academically high-performing charter school.

Teachers must be licensed appropriately under Tennessee law, and highly qualified in order to teach at a charter school.

### Evaluation Rubric

- Explanation of the relationship that will exist between the charter school and its employees, with employee classification clearly defined.
- Employment policies of the school are included with the application and are aligned with Tennessee law and district policy.
- Clear standards are in place for determining staff qualifications and meeting licensing requirements
- A clear delineation of the role of the head administrator to include hiring, evaluation and termination
- A clear plan is in place to develop a comprehensive evaluation plan in alignment with the school's mission, goals, curriculum assessment and professional development of staff with intent of that plan described. The application should also clearly explain whether the applicant will use one of the evaluation models currently approved by the State Board of Education or apply to the Department of Education to pilot a different model.

KNMS will be part of the growing network of KIPP schools in Nashville and will be supported by the regional school support center, KIPP Nashville, as well as the national KIPP network. Through KIPP Nashville, KNMS will have access to services and supports to reduce the number of responsibilities at the school site, enabling KNMS to benefit from the expertise and experience of KIPP Nashville staff (including the CAO and executive director). Responsibilities including development, talent recruitment and data management will all be handled by the school support center to ensure the school site staff has the backing needed to meet its goals and facilitate superior student achievement.

### *KNMS Staffing Growth Plan*

The KNMS staffing plan maintains a low student-adult ratio, with 7:1 in the first year when culture-building will be so critical, and up to 12:1 in year 4 and beyond. This smaller environment ensures every student gets the individualized attention and support needed to meet rigorous standards. The assignment of an assistant principal to just two grade levels ensures that discipline and academic concerns can always be handled promptly and thoughtfully. This model also allows for weekly one-on-one coaching sessions with each teacher and their assistant principal to ensure lessons are strong and assessments reliable.

Staff Position	Year of Operation				
	1	2	3	4	5
<b>Administration</b>					
School Leader	1	1	1	1	1
Lower Assistant Principal (grades 5&6)	1	1	1	1	1
Upper Assistant Principal (grades 7&8)			1	1	1
Business Manager	1	1	1	1	1
<b>Total Administration</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Operational Staff</b>					
Office Manager	1	1	1	1	1
Bus Drivers	1	2	2	2	2
Custodian	1	1	1	1	1
<b>Total Operational Staff</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Specialists/Electives</b>					
Music Teacher	.5	1	1	1	1
PE Teacher	.5	1	1	1	1
Counselor	1	1	1	1	1
<b>Total Specialists/Electives</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Teachers</b>					
Core Content Teachers	4	8	12	16	16
Special Education Teachers	1	2	3	3	3
<b>Total Teachers</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>19</b>	<b>19</b>
<b>Total Students</b>					
<b>Total Students</b>	<b>96</b>	<b>190</b>	<b>274</b>	<b>350</b>	<b>350</b>
<b>TOTAL STAFF</b>	<b>13</b>	<b>20</b>	<b>26</b>	<b>30</b>	<b>30</b>

The staffing model above outlines the needs for staff as the school grows one grade a time, starting with 96 fifth-graders in year 1. The business manager, lower school assistant principal, and school leader will all start in

year 1 as the leadership team, with an upper school assistant principal added in year 3 to this team when the school first offers seventh grade.

Bus drivers will be hired, as needed, to meet the transportation needs of enrolled students. KNMS will adjust this number if a larger number of students walk or rely on parent transport to get to and from school. The custodian, as an employee of the school, will maintain the facility regardless of the number of enrolled students.

Each grade level will have four content teachers: two reading/ELA teachers, one math teacher, and one science teacher (social studies will be included as a cross-content ELA block for all students in 5th and 6th grades). Although the configuration of teachers and subject areas may change to meet the needs of the students (science teachers may be shared between grade levels to add an additional reading/ELA teacher to create self-contained classrooms in lower grades), the total number of teachers in each grade level will be four and the student-teacher ratio will never exceed 32:1. An average of one special education teacher will be assigned for every 20 students and an average of one ELL teacher will be added for every 40 students (an ELL certified teacher will be utilized to support ELLs along with regular instruction unless KNMS enrolls a population of students comprised of 40 ELLs or more). A music teacher and PE teacher will start as part-time in year one and both move to full-time in year two. The counselor will be supported by social work interns annually as part of a relationship with Vanderbilt University.

### **Job Descriptions**

*School leader:* The KNMS school leader will implement KIPP's Five Pillars in the operation of the school and will ensure that the mission, goals, and objectives of the school are being fulfilled. The school leader will oversee instruction and conduct each staff member's formal evaluation, oversee the behavior management system, work with the leadership team and CAO to create and implement a high quality professional development and coaching program, and serve as primary liaison between the school and the community.

*Assistant principal:* The assistant principal will be responsible for creating an environment that delivers quality instruction, develops teachers, and enables students to meet rigorous growth goals each academic year. In conjunction with the school leader, s/he will set school academic priorities and align school goals, professional development and interim assessments. In addition, the assistant principal will be responsible for implementing key student behavior management systems and take a lead role in addressing all student discipline.

*Business manager:* The business manager will work closely with the school leader to manage the day-to day finance and operations for KNMS. S/he will report directly to the director of operations at the school support center with day-to-day oversight from the school leader.

*Office manager:* The office manager oversees all administrative functions and is the first point of contact for visitors to the school.

*Counselor:* The counselor provides students with non-academic support, referrals for outside services as necessary, and a means for addressing many of the challenges that come with students' transition into adolescence. In addition, the counselor connects students and families to resources they need, such as access to food pantries, eyeglasses, human services, and other resources that support families through challenging times

*Grade team leader:* Each grade level will have a designated grade team leader who leads grade team meetings and initiatives (such as paycheck celebrations and spirit days), child study teams, parent conferences, and collaborative planning. The grade team leader is chosen by the assistant principal based on leadership capacity and performance and receives a stipend to offset the additional responsibilities of the position.

*Teachers:* All teachers are assigned to a content area or grade level (depending on the model finalized by the school leader in his/her fellowship year) and are responsible for the curriculum, instruction, culture, and success for all assigned students.

*Special education teachers:* One special education teacher will be retained for every 15-20 students. Special education teachers will “push in” to provide services to students in accordance with their IEPs and manage the IEP and referral processes. Special education teachers will also review disaggregated data for students who qualify for services to monitor the growth of students and make recommendations for adjustments to curriculum and instruction to best meet the needs of these students. Special education teachers may also plan and/or lead professional development initiatives for classroom teachers.

### **General Requirements for Employment**

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers and the community. All employees are expected to adhere to the requirements for employment described in the charter and personnel policies. All first-year employees are subject to a criminal background check and drug test, pursuant to Tennessee state standards. All instructional staff will be required to be highly qualified under NCLB.

*School Leader:* The school leader will be required to have, at minimum, teaching experience and/or leadership training and/or experience.

*Assistant Principals:* Assistant principals will be required to have, at a minimum, teaching experience and/or leadership training and/or experience.

*Business Manager:* The Business/Operations Manager will be required to have management and/or financial leadership experience.

*Instructional Staff:* Full-time faculty members will be required to obtain the appropriate teaching licensures as outlined by the state of Tennessee.

*Non-Instructional Staff:* Non-core instructional staff members are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with adolescents.

*Other Staff, Substitutes and Consultants:* All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

### **Employee Retention**

#### *Competitive Salary Range and Benefits*

The KIPP Nashville salary scale is currently closely aligned with the MNPS scale, with an approximate 15% increase in KIPP Nashville salaries from that of MNPS (to account for the increase in time and responsibility of KNMS teachers over that of traditional school sites). KNMS currently plans to use the same indicators for salary steps as MNPS (advanced degrees, tenure, etc.). After the first year at KIPP, salaries are increased annually by 3% to account for cost of living. This cost of living increase is approved annually by the finance committee against the budget if it can be accommodated, but cannot be guaranteed. KIPP Nashville may adjust salaries in the future upon completion of a comprehensive salary strategic plan.

Benefits are available to all staff. KIPP Nashville leverages the healthcare and retirement programs offered through Metro Nashville Public Schools. For the healthcare program, KIPP Nashville pays 75% of the program expense with the employee covering the other 25%. For certified employees, KIPP Nashville pays about 9% of the employee's salary into the pension fund. For non-certified employees, this number is about 15.4%. Finally, KIPP Nashville manages all other payroll tax items including social security, medicare and unemployment insurance.

In addition to salaries, teachers are eligible for a leadership stipend, which is determined annually depending on the budget. Any teacher who has been awarded a leadership position (such as grade team chair, Miles Fellow, or extracurricular coach) receives a stipend to support their increase in responsibility. Finally, KIPP Nashville allocates a portion of the Miles Fellowship expense annually to offset the expense of the Miles Fellowship from the KIPP Foundation. The Miles Fellowship is available to staff who have been recommended by school leaders and approved by the KIPP Foundation for a year-long training program to develop their leadership skills.

### *Leadership Pipeline*

In order to groom the most effective leaders of KNMS, KIPP Nashville will support the school leadership team in the establishment of a formal, structured leadership pipeline. At the school level, various positions of leadership have been established to give strong teachers space to grow. Through the master teacher track, grade level chairs, department chairs and assistant principal roles, staff members have several levels of responsibility they can work toward on the leadership track. Because all staff will have Individualized Professional Development Plans (IPDPs), all staff will have a leadership goal they are working toward as part of their annual goals, with those who have been identified as leadership candidates given access to additional trainings, such as those offered by the KIPP Foundation, to develop their leadership potential.

On a quarterly basis, KIPP Nashville's regional leadership team will work with the leadership staff at KNMS to identify staff with leadership potential, identify leadership pathways, and intentionally develop staff for leadership positions. This quarterly leadership summit works to address four specific goals:

- Increase alignment among regional leaders on trajectory of existing talent
- Identify KIPP school leadership program candidates and appropriate program
- Provide a recruiting roadmap of internal vs. external teacher leaders
- Highlight programming needs to move internal candidates to the next level

The summit is structured to consider an employee's current and potential performance and determines the highest organizational position that employee could obtain in the next four years. This planning allows for KIPP Nashville leaders to be more strategic and intentional in the development of employees. Additionally, the frequency of meetings allows leaders to hold each other accountable for the development of all employees as well as providing an opportunity to course correct as necessary.

Specific leadership opportunities teachers may be afforded range from sponsorship of a student activity to grade team chair. In addition, as a KIPP school, all recommended staff will have access to multiple leadership training programs through the KIPP Foundation.

### *Work Environment Geared Toward Retention*

KNMS will realize its mission, in large part, through the excellent instructional staff it will recruit and retain. The most recent research reveals that the most important factor in successful schools and student outcomes is not class size, school size, instructional materials or budgets, but teacher quality. In fact, according to researchers, it is the most important school-related factor influencing student achievement, and thus will be a primary focus of the approach to attracting and retaining teachers.

Teachers indicate that a positive, collaborative school climate and support from colleagues and administrators are the most important factors influencing whether they stay in a school.<sup>15</sup> In an effort to retain the best teachers at KNMS, a scholarly, professional environment will be maintained, wherein teachers are responsible for the development of curriculum, drive school-wide initiatives and goals, and ultimately facilitate superior student outcomes. Frequent, meaningful, relevant professional development that is tailored to each teacher's individualized professional goals will also be made available, along with ongoing access to collaboration through common planning time, staff-wide planning sessions, and staff work-sessions. All teachers will be continually evaluated for their leadership potential, with myriad leadership positions and responsibilities delegated to teachers who are ready to effectively manage more responsibility.

Teachers who leave schools cite an opportunity for a better teaching assignment, dissatisfaction with support from administrators and dissatisfaction with workplace conditions as the main reasons why they seek other opportunities.<sup>16</sup> Teacher development and support will be primary objectives and responsibilities of the school leader. Annual staff surveys as part of the Healthy Schools Review; weekly check-ins with the assistant principal; formal and informal meetings with the school leader and a continual evaluation of staff culture of the school will ensure that the professional environment teachers choose at KNMS is maintained authentically and consistently. Supportive school leadership who create trusting environments where educators are engaged in decision-making has a significant impact on teachers' decisions about where to work.<sup>17</sup> Teachers move in search of supportive principals and colleagues, reasonable teaching assignments and workloads, and sufficient resources.<sup>18</sup> KNMS has created a compensation schedule that fairly compensates teachers for their additional responsibilities, as well as robust professional development and leadership capacity building to ensure every teacher is engaged with appropriate responsibility and decision-making. Moreover, through the frequent and continual conversations between teachers and the leadership team, needs for resources can be assessed and needed resources will be provided in advance and promptly upon request.

Rather than lure the best teachers with unsustainable pay, bonuses, and benefits that cannot be maintained throughout the life of the school, the scholarly environment, leadership pipeline, and strong support network for teachers are designed to attract and retain high-quality teachers who are committed to the mission of KNMS.

## **Staff Recruitment and Selection**

### *Staff Recruitment*

KNMS will utilize a rigorous and comprehensive selection process designed to identify the strongest candidates for available positions. The KIPP Foundation and KIPP Nashville networks will advertise available positions locally and nationally, leveraging the strong relationships KIPP has made with myriad teacher preparation programs and universities throughout the country. Through advertisements in local newspapers and educational journals, postings on the KIPP national and regional websites, postings on other job boards and journals, and word of mouth, it is anticipated that KNMS leadership will have a large pool of qualified candidates from which it will select its staff. Although the school will receive significant support in advertising available positions from the regional and national KIPP networks, staff selection will be the responsibility of the school leader.

<sup>15</sup> Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

<sup>16</sup> Ingersoll, Richard M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.

<sup>17</sup> Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

<sup>18</sup> Johnson, S.M. & Burkeland, S.E. (2—3b). Pursuing a "sense of success"; New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.

*Mission/Values-Alignment*

In addition to seeking out qualified candidates who are student-focused and demonstrate a strong command of their subject area, KNMS will be intensely focused on identifying candidates whose values align with the region's mission and values. All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. KNMS teachers' Commitment to College Completion, both personal and professional, will result in their support of the KNMS mission and ultimately to their students' success. The staff of KNMS shall uphold the regional values: optimism, zest, grit, curiosity, social intelligence, gratitude, and self-control.

*Beliefs and Values*

It is crucial that a teacher have not just the right experiences and skills to be an excellent teacher at KNMS, but that s/he have beliefs and values that align with the priorities of the schools and the strategies that will be used to engender success for all students. As such, KNMS will use the KIPP Framework for Excellent Teaching to help assess the strength of a potential teacher. All teacher candidates will be vetted to ensure the following beliefs are true:

- With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.
- I am accountable for my students' learning despite external factors out of my control.
- Success is measured by short-term results and ultimately by the lives the students choose to lead.
- With unwavering diligence every problem that exists in a school can and should be solved.
- Teaching is not finite. It requires continuous learning, reflection, and problem solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.
- The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families.

Likewise, all teacher candidates will be vetted through interviews, demonstration lessons, and reference checks to ensure the following character traits can be demonstrated and developed within the candidate:

- Demonstrates grit through challenges to ensure that all of his/her students learn and grow;
- Never gives up on students, and supports students in responding to life's challenges;
- Approaches all aspects of life and teaching with zest, energetically giving his all;
- Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students' best interests in mind;
- Uses his/her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn;
- Demonstrates self-control that supports a stable mood and follows through on all commitments;
- Takes time to thank the students for hard work and results, the families for supporting their kids, and colleagues for great teamwork, showing gratitude every day;
- Expresses hope about his/her students' future thanks to their hard work, and expresses hope for the constant improvement of his/her own practice, the school, and the broader movement;
- Brings humor to his/her relationships with students and colleagues and to her teaching to engage students and make learning fun, and;
- Lives and models the school's values and norms.

KNMS is committed to clear expectations not just for students, but for staff as well. All teacher candidates will be vetted for professional experience and skill, as well as the above beliefs and character traits. As such, all

teachers sign a “Commitment to Excellence”, which outlines the KIPP Nashville values for success and against which staff will be subsequently evaluated.

### *Staff Selection*

The KNMS staff selection process will be designed to be both rigorous and comprehensive in order to ensure staff members meet the very high standards necessary for success. The selection procedure will include the following multistep application and interview process:

- Resume and application review –KIPP Nashville Director of Talent Management
- Initial phone interview – KIPP Nashville Director of Talent Management
- In-person interviews – School leader or designee
- Classroom observation –The school leader will observe the candidate teaching a classroom lesson
- Reference Checks –School leader or designee
- Criminal Background Check—KIPP Nashville staff
- Once staff is hired for the first year, new hires in subsequent years may participate in a group interview with staff.

All employees of KNMS will be required to be fingerprinted and must complete a criminal background check before employment.

### *School Leader Selection*

In order for KNMS to meet its ambitious goals and for teachers to have the support they need to succeed, the school will benefit from the KIPP Foundation’s Fisher Fellowship (see Attachment Q) and school leader selection process. The school leader of KNMS will be selected through the rigorous, national selection process, which effectively selects a handful of best-qualified candidates to lead a new KIPP school in a region that has been identified for growth. In fact, if the best candidate is not found, the KIPP Foundation requires a region defer opening of the school until the right school leader is found, rather than open with someone who is not prepared to be successful.

### *Professional Development*

Professional development at KNMS will be characterized by collaboration. Through shared planning periods designated for collaborative planning and data analysis, and an evaluation approach that prizes ongoing communication, growth, peer observations and coaching, use of stakeholder data to drive goals, and participation in a national network of excellent educators through the KIPP Foundation trainings and KIPP Share tools, KNMS teachers will constantly be supported to help others grow and grow from others.

Professional development at KNMS will also be driven by data. Student achievement data will be collected effectively and frequently to ensure that teachers always have clear evidence for their goals and the measures of progress toward meeting those goals. Stakeholder data (such as parent and staff surveys) will also be used to drive the PD program, ensuring that areas that are not explicitly academic but that impact the success of the program (such as parent communication, staff satisfaction, etc.) are included as part of the annual PD plan. The KIPP Nashville Knowledge Manager is charged with the responsibility of collecting, compiling and reporting data for teacher to ensure that data is accurate and always readily available.

KNMS will implement a PD program that authentically invests all staff, supporting them in working together with the support of the school leader and CAO. This approach will not only engender excellence in teachers who effectively realize the mission of the school, but will positively impact teacher retention and create a pipeline for leadership from within the school.

*Weekly Coaching/Data Analysis*

All teachers will submit and receive feedback on unit plans, unit assessments, daily aims and weekly assessments in advance of instruction or administration of assessment. The assistant principal assigned to the grade level will meet with the teacher in a one-on-one session to review the prior week's assessment data along with the lesson plans for the upcoming week in order to adjust upcoming instruction to fit the needs of the students. The coaching session will also use longitudinal data to that point in the year, behavior data from LiveSchool, and any other relevant data to inform the session. In addition to coaching to revise the subsequent week's instruction and assessment, the teacher will be supported in analyzing his/her growth towards individualized annual goals and self-identified priorities. These frequent, ongoing meetings with the teacher's direct supervisor enable the teacher to get real-time feedback and support as well as ongoing communication about growth toward goals. As new priorities and trends emerge, these meetings may be used to help connect the teacher with appropriate resources (peer observations, assignments to collaborative planning teams, referrals for outside PD, support with parent communication, etc.) to facilitate satisfactory professional growth. Notes from these meetings will be used in conjunction with observation data and more formalized evaluation information to drive each teacher's annual coaching and evaluation process.

*Goal-Based Individualized PD*

KNMS will establish goals for staff through annual PD plans that are individualized for each staff member and school-wide goals. Each staff member will meet with his/her direct supervisor (the appropriate grade-level assistant principal for teachers) at the start of the year to review the prior year's data and evaluation (or information from the hiring packet if the teacher is a new hire) to determine annual goals and PD priorities. Staff members are expected to demonstrate a commitment to constant learning and professional growth and will be coached through the development they require to help the school meet all goals, as well as meet the personalized professional development goals set forth in each teacher's annual plan. Three subsequent, formal check-ins with the appropriate supervisor will occur throughout the year, in addition to weekly coaching sessions, to guide teachers on a path toward satisfactory professional growth. Because so much of a teacher's evaluation will be based on data, the subsequent three check-ins will occur soon after formal assessment data is made available and will utilize the assessment data disaggregated by cohort and class.

- KNMS will maintain a scholarly environment in which all staff work together toward excellence, always growing, and committed to the school's mission.
- Each year, every teacher will set and achieve individual professional development goals and participate in PD that aligns to those goals.
- Each year, every teacher will participate in at least one professional conference or other significant professional development opportunity that is aligned with personalized goals from the teacher's professional development plan.
- Each year, every teacher will conduct and receive peer evaluations with every other teacher in his/her grade level and/or subject area.

*Summer Professional Development*

Each summer, KNMS staff members will participate in two weeks of staff training and orientation in advance of the start of summer school. Staff-wide PD will continue in the hours after summer school for the three weeks students meet for abbreviated instructional days before the official start of the school year. During this time, teachers will work together to refine systems and structures and to practice them before students enter the school building. In addition, teachers will receive professional development on building knowledge and skill in foundational teaching tools: formative and summative assessments, curriculum alignment, long-term plans, unit plans, daily lesson plans and mastery tracking systems. Some teachers will attend regional/national conferences aligned to individualized or school-wide professional development priorities or KIPP's annual nationwide

subject area conferences. These experiences will further allow team members to share and learn best practices, to increase their understanding of KIPP's values and goals, and to successfully implement college preparatory strategies. See Section II for more information about the summer sessions.

#### *Frequent, Regular Professional Development*

KNMS supports higher student achievement through implementation of research-based professional development that is aligned with No Child Left Behind (NCLB) requirements. As a KIPP Nashville school, KNMS will benefit tremendously from the support of the regional network, collaboration with other KIPP schools in the region, and the support of the KIPP Nashville CAO. Through a longer day for teachers (all staff are expected to participate in meetings and trainings daily as a part of their regular schedule after students are dismissed), staff has myriad opportunities within their work day to receive coaching and PD as well as work collaboratively to devise instructional strategies.

Formal professional development will occur in weekly meetings which may be organized by grade-level, content area, small group organized by PD goal, specialty or whole staff. PD may also be held with other schools in the KIPP Nashville network to encourage the sharing of expertise. Early release or full-day PD days will be held immediately following significant formal assessments and take a more intensive approach to PD including but not limited to: guest professionals to workshop new skills and strategies, teacher-led data analysis, school visits and debriefs, grade-level or content-area collaborative planning, KIPP network trainings by Skype or KIPP Share, review and analysis of videotaped lessons and student work samples, student study teams and strategy planning, etc.

KNMS will also utilize a mentoring program for its new teachers. Newer teachers will be partnered with a more experienced mentor teacher, in addition to the support of the school leader, KIPP Nashville CAO and TFA (or similar certification program).

Peer observations and frequent, informal mini-observations from the school leaders and KIPP Nashville CAO ensure that consistent professional growth is part of an ongoing conversation, rather than a punitive evaluation that occurs at the end of the year. Moreover, all staff will participate in a weekly PD sessions and daily planning during which they meet with other teachers and the school leader to exchange ideas, ask questions, and provide support to their peers.

#### *KIPP: Share*

Through KIPP: Share, a web-based sharing platform powered by Better Lesson, each KIPP teacher will be a member of several networks, including KIPP, his/her region, school, and learning community (such as middle school science or high school English). This resource will provide significant support for lesson planning and curriculum development, immediately connecting KIPP teachers both within and outside of their region. Teachers can find and share curriculum materials, explore popular classroom resources, and even view videos of other KIPP teachers demonstrating best practices in their classrooms. KIPP Share helps teachers avoid reinventing the wheel and allows them to immediately benefit from and build off of the work of KIPP master teachers.

#### *Visits to High-Performing Schools*

Another component of professional development centers around site visits to high performing schools in the local area, as well as around the country. School leaders and other staff being developed for leadership will participate in school visits as part of the leadership training. When appropriate and possible, virtual tours that include online conversations with faculty and leadership, taped lessons, and other means of sharing best practices will be utilized to facilitate professional growth, in addition to physical school visits.

### *School Leader Development*

Once selected through the intensive Fisher Fellows selection process, school leaders participate in a year-long program before their school is opened, which provides intensive training and highly individualized support in the following areas: organizational leadership, academic leadership, operations management, and community development. Each Fisher Fellow must complete an intensive year of management and academic training that involves both a rigorous leadership institute hosted by New York University and several residencies involving hands-on training in key roles at exemplary KIPP school leadership sites throughout the country. Following the full-time leadership-training program in year one, KIPP provides support and services to the Fisher Fellows through the planning year and as they transition into becoming principals. See Attachment Q for more information.

### *Observations and Evaluation*

The evaluation process will be ongoing at KNMS. The ongoing evaluation process is designed to better capture the true strengths and opportunities for growth of staff members (as opposed to isolated observations) to offer more constructive feedback and goal-setting guidance. All staff members (including non-instructional staff) are evaluated on three different dimensions: job performance, embracing school values, and progress with professional development plan. See Attachment P for the school leader and the teacher evaluation template and tools.

The school leader will be a constant presence in the classrooms throughout the school and observe teachers' lessons on a daily basis. While teachers may not always receive feedback from each lesson or parts of a lesson observed, they may often receive informal positive notes in their boxes or emails. If the school leader has specific concerns from a lesson observed, those concerns are addressed immediately in an informal meeting over lunch or after school. When a significant portion of a lesson has been observed, a lesson observation feedback form will be provided to the teacher.

### *One-on-One Meetings with the School Leader*

Each staff member at KNMS will have at least four conferences a year with the school leader and/or his designee. Each faculty and staff member will work with the school leader at the outset of the year to establish performance and growth goals. These will be measurable individual goals that are aligned to the school's annual goals and that will inform the evaluation process. During all four meetings in the year teachers will discuss student assessments and progress, as well as their professional development and annual goal with the school leader. The focus of these meetings, however, will be to revisit each staff member's professional development plan and to track progress on that plan throughout the year. Staff members will be invited to share any new goals they may have set for themselves and any strategies they have implemented throughout the year for their own growth.

### *Annual Summative Evaluation*

At the end of the year, each staff member will receive an annual summative evaluation that reflects his or her performance in each of the three dimensions throughout the year. These evaluations will be used to determine which staff members will or will not be invited to return to the school the following year. Moreover, the annual summative evaluations will also be used if there are bonuses or other rewards offered to staff members throughout the year. The results of this evaluation will be maintained in the confidential personnel file of each employee, along with any other employment-related documents or correspondence. All documents in the personnel file will have been signed by all concerned parties.

*Individual Intervention Plan*

While the evaluation process will be a formative process in which staff members are expected to have areas in which they need to grow, an additional step is introduced in the evaluation process in the event that staff members are not taking the initiative to improve in identified areas for improvement or to change unacceptable behaviors (such as consistently arriving late to work). Such staff members will be placed on an individual intervention plan (IIP), which serves as a probationary period during which the staff member will be focusing specifically on an identified problem. While a staff member is on an IIP, s/he will benefit from increased monitoring from the school leader and may have additional requirements in order to address the specified problem. For example, a teacher who is not spending the appropriate time planning lessons may be placed on an IIP for lesson planning. This teacher may be required to meet weekly with the school leader to review his or her lesson plans until the problem has been resolved. While several interventions take place prior to being placed on an IIP, a staff member may be placed on an IIP at the school leader's discretion for any behavior that is negatively impacting his or her performance.

*School Leader Evaluation*

The school leader will be evaluated by the KIPP Nashville Executive Director and board. The evaluation will consist of performance indicators informed by initial goals set at the beginning of the year and the responsibilities listed in each job description. These goals will be used to shape the school leader's professional development initiatives for the year, and equip him/her with the tools necessary to meet the goals outlined. The executive director of KIPP Nashville evaluates the school leader in an ongoing process that is characterized by consistent observation and communication, and coaching the school leader through his/her growth. Additional information to inform the evaluation will come from student assessment data, the CAO, and parent/staff annual surveys. See Attachment P for the School Leader Evaluation Tool.

In order to provide guidance and support to new principals, the KIPP Foundation continues to provide support through the support of a national network of school leaders, leadership coaching, and an annual evaluation of each KIPP school. The KNMS school leader and staff will have the opportunity to use the results of each of these inspections to identify areas for improvement as well as areas of strength, and to gauge their overall level of success.

*Healthy Schools Review*

The purpose of the Healthy School Review is to assess the school's current strengths and areas for improvement and help the school prioritize its next steps. The review also expands the capacity of KIPP staff and school leaders to use a common framework for discussing, evaluating and understanding school health as KIPP continues to expand. The Healthy School Review is conducted by a team of experience educators from SchoolWorks, the KIPP Foundation and KIPP school leaders who are on site at the school to collect and analyze data about its programs, practices and operations. The culmination of the review is a collaborative planning process, in which the review team and the school explore the team's findings, identify root causes and prioritize possible next steps. A report is generated from the visit and is shared with the school leader, the region and the KIPP Foundation. The KIPP Healthy Schools Review protocol is included as Attachment J.

*Dismissing School Personnel*

As at-will employees, personnel may be terminated at any time for any legal reason. As part of the close working relationship with leadership, all staff will have frequent, continual dialogues about the staff member's performance and progress toward goals. Dismissed staff will receive a letter of termination and compensation, including benefits, will not be issued after the date of termination.

## Section IX – Transportation and Food Service

If a public charter school elects to provide transportation for its pupils, the transportation should be provided by the school or by agreement with the LEA within the district in which the school is located in accordance with chapter 6, part 21 of Title 49 of Tennessee Code Annotated. If a public charter school elects to provide transportation other than through an agreement with the LEA, the school shall receive all funds that would have been spent by the LEA to provide such transportation. If a public charter school elects not to provide transportation for its pupils, the school shall not receive the funds that would otherwise have been spent to do so. T.C.A. § 49-13-114

The transportation plan should include provisions for transporting students to and from the charter school and their homes, and to and from the charter school and any extracurricular activities. The plan should also include Saturday school, if applicable. Additionally, the plan should describe how students with disabilities will be transported should special accommodations be required.

The provision of transportation services has several implications. First of all, the cost must be included in the budget. Secondly, insurance and liability issues must be addressed when assessing the charter school's overall insurance needs. Insurance coverage must meet the required thresholds for liability whether the school uses public or private vehicles. Finally, many state and federal rules and regulations relate to the provision of transportation services. The applicant should indicate familiarity with those rules and regulations as they relate to students in Tennessee, as well as any rules specific to the LEA in which the applicant intends to locate.

Food service must be provided in accordance with the nutrition regulations outlined in the Tennessee Code Annotated 49-6-2301 – 49-6-2307. Applicants should check with the LEA within which they wish to locate to determine if the LEA will allow a charter school to utilize its food service or if it must apply to the State to provide its own food service.

A food service plan should include a description of how the school will offer this service. The description should include adhering to the school nutrition guidelines set forth by the State of Tennessee and also any plans for meeting the needs of low-income and academically low-achieving students such as a community garden, inclusion of fresh fruits and vegetables initiatives, etc. At a minimum, the schools must collect FRL qualifying information from students and that process should be included in the food service plan. The plan should include whether the school intends to use a private or district food services provider (if that option is available in the LEA), how Free and Reduced lunch qualification forms will be brought into compliance or be built to meet any federal requirements for food warming or preparation, if needed.

### *Evaluation Rubric*

An excellent Transportation and Food Service plan will have the following characteristics:

- Statements regarding whether the school plans to provide transportation for all students. Transportation is optional under Tennessee law, food service is not.
- Clear description of how the school plans to meet the transportation needs of its students for both regular school days and extracurricular activities. If Saturday school is offered, include the plan to transport the students to and from school.
- Clear description of how the school plans to meet the food service needs of its pupils, if applicable.
- The budget includes a viable financial plan for transportation services.
- The budget includes a viable plan for food service needs.

*Transportation*

KNMS is sensitive to the transportation challenges some of its students may face and will support the development of carpool networks and facilitate other volunteer support efforts led by parents. For students who are still unable to get to and from school and to ensure transportation is not a barrier to access for any student, KNMS will offer bus transportation for those students who need it. During its planning year and each year thereafter, KNMS will re-assess the need for transportation and modify plans accordingly. Adjustments to the transportation plan will be submitted to MNPS for approval before implementation.

The costs of providing transportation (including regular school days, summer school, and Saturday school sessions) is based on some key assumptions derived through the transportation costs currently provided to the existing middle school. Based on these assumptions, the school has budgeted the need for a single bus in the first year of operations, and the addition of a second bus starting in the second year of operations. The key cost components of transportation include:

- **Bus Drivers:** The school has budgeted \$25,000 in salaries for each bus driver employed and the need for two bus drivers starting in year two.
- **Buses:** The school has budgeted a capital cost of \$40,000 for each bus. The school expects to be able to buy these buses used.
- **On-Going Fuel Costs:** The school has budgeted each bus route will travel 75 miles per day, and the bus will get 9.0 miles per gallon. The school is assuming that fuel costs will be \$4.00 per gallon.
- **Weekday Transportation Expenses:** The school has budgeted \$10,000 per year to cover maintenance and materials on the bus.
- **Insurance:** The school has budgeted \$2,625 per year for insurance on the buses.

It is anticipated that the majority of students will carpool or walk to school (the primary mode of transportation to and from school at the current site).

Although the school will not offer an athletics program, school bus transportation for field lessons and college visits will be covered by the buses and drivers KNMS will retain for the school, as outlined above.

*Students with Special Needs*

Should KNMS enroll students with special transportation needs that will not be met by the buses maintained at the school site, KNMS will contract with a third-party vendor to provide the appropriate transportation required. Special education staff will review all new student transcripts to identify transportation accommodations necessary for students with special needs in advance of the summer school session.

KIPP Nashville currently provides transportation to the students attending the existing middle school (KAN) and is therefore very familiar state and federal rules and regulations related to the provision of transportation services and the required insurance coverages. KAN employed a transportation consultant to help build the transportation program and develop the structures and policies to ensure the school was in complete compliance with all the rules and regulations. KNMS will leverage this existing infrastructure to organizational expertise to ensure full compliance with all rules as regulations as it builds out additional bus routes to serve its students. (See Attachment L for detailed information on insurance coverages)

*Food Service*

KNMS will offer healthy meals every school day for all students from Monday through Friday, which includes breakfast, lunch and afternoon fruit. All of the meals will be prepared on-site through a contract with MNPS. The school site business manager is responsible for purchasing any necessary supplies not furnished through the food services contract and, if there are any shortfalls in reimbursements from the food service,

manage payments directly to MNPS to address the shortfall. KNMS collects all of the Free and Reduced Lunch qualifying information at the beginning of the school year through the application and enrollment process. This paperwork will be provided to MNPS such that they can process Federal Eligibility Applications for free and reduced meals and file the claims for reimbursement. KNMS will follow all federal, state and local laws and regulations regarding school nutrition to meet the nutritional needs of students.

The school plans to contract its regular school day food service through the district based on the same structure and terms of the existing middle school. The budget assumes \$1.75 per student for the breakfast program and \$2.75 per student for the lunch program in both revenue and expense. The school assumes the district will continue to provide the operations and the financial management of the food service program with no financial impact on the school.

KNMS will incur costs as a result of providing additional food service in the form of breakfast and lunch for Saturday school. The school has budgeted \$2.50 per student per Saturday school (which meets once monthly).

## Section X – Facilities

One of the greatest challenges to opening a new school is finding a suitable facility. The most important thing during the application process is to plan as much as possible and to clearly articulate those plans. It can be difficult to negotiate for a facility space without having an approved charter. It is not necessary to have a signed formal agreement for a facility during the application process, but any viable options should be explained and should include reasonable space requirements, a reasonable plan for space utilization, a discussion of how the facility will be ready to use when school opens and, most importantly, reasonable costs of that facility must be included in the proposed budget. Additionally, potential applicants should check with the LEA in which they wish to locate to learn of any additional district requirements, such as an RFP that specifies the area of town in which the district wishes to place charter schools, etc.

Charter schools may rent, lease, own or otherwise finance a facility. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with an existing school where there is room. A recently passed Tennessee law requires districts to report all unused space by October of each year.

With any facility, building permits and inspections are required. Life and safety requirements apply to rented or donated facilities as well. ADA requirements must be met and the building must have a Certificate of Occupancy from the fire marshal before it can open as a school. Any costs associated with obtaining the Certificate of Occupancy must be paid by the charter school.

### Evaluation Rubric

An excellent application will have the following characteristics:

If a facility has been identified:

- Designation of the proposed facility and alternatives
- Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Adequate reflection of the costs associated with the proposed facility in the budget including rent, utilities, insurance and maintenance. If financing is involved, show detail in the budget assumptions and the budget document of how repayment will take place.
- Assurance that the proposed facility will be in compliance with local building codes, health and safety laws, and meet the requirements of the Americans with Disabilities Act (ADA).
- A sound plan to identify needed startup costs and renovations as well as the funds and a timeline for the completion of those renovations.

If a facility has not yet been identified:

- Description of anticipated facilities needs including evidence the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Inclusion of costs associated with the anticipated facility needs in the budget including renovation, rent, utilities, insurance and maintenance.
- Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated size, location, etc.
- Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the Americans with Disabilities Act (ADA).
- Plan for finding a location including a proposed schedule for doing so.

KIPP Nashville has a strong relationship with MNPS, who has generously provided the current facility for KAN with reasonable terms of use and lease. Plans are in place for the city to manage and fund a major renovation and new construction project of Highland Heights, the school building that currently houses KAN and will also house KIPP Nashville Collegiate High School when it opens in 2014, and can serve as an incubator space for KNMS for several years as a contingency plan in the event of facility challenges.

During the construction period on the Highland Heights building, which will start in the summer of 2012 and likely run through January of 2014, KAN will move to Ewing Park, a district facility 5 miles northwest of the Highland Heights building. Ewing Park is close to 80,000 square feet and includes over thirty classrooms (see Attachment X for this floor plan). KIPP Nashville has secured this building for academic years 2012-13 and 2013-14 through approval from the MNPS school board and an agreement directly with the Executive Director of Facilities for Metro Nashville Public Schools (see Attachment X for this lease agreement).

This building will not only serve as the temporary facility for the existing middle school and the KIPP Nashville offices while the Highland Heights project is executed, but will also serve as the initial location for KNMS. Based on the verbal agreements already in place, KIPP Nashville can incubate the new middle school for at least the first year of operations at this site. The terms of the lease with the district are reasonable: KIPP Nashville will pay \$5 per square foot for the square feet it uses in the building. This lease payment includes rent as well as utilities and any necessary capital improvements and maintenance. KIPP Nashville has already started the process of negotiating a longer-term lease on the Ewing Park facility as an option for KNMS beyond 2014. An official request has been delivered to the Executive Director of Facilities of MNPS for consideration of the Ewing Park facility on a longer-term basis and KIPP Nashville expects MNPS to finalize potential terms of this lease within the next few months. Ewing Park formerly housed a school program through MNPS, and it is anticipated the building will be ADA-compliant. The Certificate of Occupancy will be obtained when KAN relocates during the renovation of the Highland Heights building at the end of this school year.

KIPP Nashville is investigating additional facilities options for the new middle school after 2014 should the lease for Ewing Park not be extended to KNMS—two additional school facilities that are available for lease in the target recruitment areas and would be suitable to house the KNMS program through capacity if needed have been identified.

The first option is another district-owned and operated building located very close to the Ewing Park building and located in the center of the target market school feeder zone. The building, the original Brick Church facility, is currently unoccupied, and there are no immediate plans for new tenants. Brick Church was used by another charter school two years ago (which has since moved to another permanent location) and at close to 40,000 square feet would be more than enough room to house the new middle school. Similar to the steps taken in regards to Ewing Park, KIPP Nashville has already submitted an official request to the Executive Director of Facilities for MNPS to lease this building on a longer-term basis. Again, the expectation is that these negotiations will be ongoing over the next couple of months.

The second viable option is a school building located in the Joelton area which is a little farther north of the Ewing Park location but well within the KIPP Nashville target market school feeder zone. The district has deemed the building as surplus and is willing to negotiate a sale to KIPP at an extremely reasonable rate. Significant research is required before KIPP Nashville could finalize any agreement on a purchase.

Given the Highland Heights project, the number of additional facilities options in the target communities, and the strong relationship KIPP Nashville has with MNPS, KIPP Nashville is very confident that the facility needs for KNMS will be met.

## Section XI – Waivers

A public charter school may apply to either the local board of education or the Commissioner of Education for waivers from certain State laws or rules that inhibit the schools’ proposed mission. Charter applicants should include a list of waivers in the application with accompanying rationale. State laws are available at this site: <http://www.lexisnexis.com/hottopics/tncode/>, and the State Board of Education rules are available at <http://tn.gov/sos/rules/0520/0520/htm>.

Pursuant to statute, neither the local board of education nor the commissioner may waive regulatory or statutory requirements related to:

- (1) federal and state civil rights,
- (2) federal, state, and local health and safety,
- (3) federal and state public records,
- (4) immunizations,
- (5) possession of weapons on school grounds,
- (6) background checks and fingerprinting of personnel,
- (7) federal and state special education services,
- (8) student due process,
- (9) parental rights,
- (10) federal and state student assessment and accountability,
- (11) open meetings, and
- (12) at least the same equivalent time of instruction as required in regular public schools.

Because a public charter school is governed by its own governing body, and not the local board of education, most local board of education policies will be inapplicable. However, policies that relate uniformly to all students in an authorizing district (e.g., intra-district transfer or alternative school policies) and policies relative to reporting data required by the State (e.g., student attendance and achievement on State achievement tests) will usually apply to public charter schools. Please contact the authorizing local board of education for more information.

### Evaluation Rubric

- An excellent application will include the following regarding waiver requests:
- A list of state rules and regulations and/or State Board of Education rules and regulations from which a waiver is requested.
- An articulation of how the waiver will help the school “meet its goals or comply with its mission statement,” T.C.A. § 49-13-105, and what policies, if any, will replace the statutory or regulatory requirements.
- Alignment between the requested waivers and the proposed school’s mission, goals, operations, governance and employment relationships.

KIPP Nashville Middle School (KNMS) shall operate in compliance with all Metropolitan Nashville Public Schools policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. In order for KNMS to ensure its students meet or exceed local state and national academic standards, it must provide its students with a greater amount of time on task. KNMS’s governance and leadership needs flexibility in its initial structure to overcome potential barriers in fulfilling its mission and goals. KNMS formally requests a waiver from the laws, rules and regulations listed below. The request includes all laws, rules and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal.

While the list of requested waivers is illustrative of the range of potentially conflicting policies, it is impracticable to attempt a listing of all the rules and regulations that might now, or in the future, undermine the KIPP program. In addition to the specific waiver requests listed below, KNMS requests waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by the state board of education and MNPS. KNMS also reserves the right to supplement this request or make additional waiver requests in the future.

## 1. PERSONNEL WAIVERS

### A) COMPENSATION

AREA: Licensed Personnel Salaries

TN EDUCATION STATUTE: 49-3-306(a)

STATE BOARD RULE: 0520-1-2-.02

RATIONALE FOR WAIVER: While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that the KNMS payroll system reflects the school's purpose and philosophy.

AREA: Longevity Pay

TN EDUCATION STATUTE: 8-23-206(a)

STATE BOARD RULE:

RATIONALE FOR WAIVER: Public monies will be used properly to ensure personnel will be paid adequately, however it is critical to the KNMS program that the payroll system reflects the individual school's purpose and philosophy. Teachers may be given incentive pay that will compensate them for years of consistent student performance, not just years of service.

### B) HOURS & BENEFITS

AREA: Teacher Assignment

TN EDUCATION STATUTE: 49-5-401

STATE BOARD RULE:

RATIONALE FOR WAIVER: KNMS will utilize an extended schedule, including increased instructional, as well as professional development hours. Teachers will receive compensation commensurate with the increased work hours.

AREA: School Term Vacations and Other Non-Instructional Days

TN EDUCATION STATUTE: 49-6-304A (2)-D

STATE BOARD RULE: 0520-1-3-.03(4)

RATIONALE FOR WAIVER: KNMS operates with an extended school year including additional school days in summer and/or on Saturdays along with an extended school day from 7:30 a.m. – 4:00 p.m.

### C) PROMOTION & EVALUATION

AREA: Career Ladder

TN EDUCATION STATUTE: 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506

STATE BOARD RULE: 0520-2-2

RATIONALE FOR WAIVER: No need or funding is currently available for career ladder initiatives.

**AREA: General Requirements for Evaluation**

TN EDUCATION STATUTE: 49-5-5205

STATE BOARD RULE: 0520-1-1-.01

**RATIONALE FOR WAIVER:** A key to KNMS’s success is being able to attract and retain a staff that is committed to the KNMS mission and to provide them with the motivation necessary to get the job done. Accordingly, it is essential that KNMS be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with the school’s mission and goals. The guidelines and performance expectations are outlined specifically in the annual performance goals as part of the KNMS performance management system.

**AREA: Evaluation of Third-Year Apprentice Educators**

TN EDUCATION STATUTE: 49-5-5205

STATE BOARD RULE: 0520-2-1-.03

**RATIONALE FOR WAIVER:** A key to KNMS’s success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that KNMS be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the annual performance goals as part of the KNMS performance management system.

**AREA: Evaluation of Principals, Assistant Principals and Supervisors**

TN EDUCATION STATUTE: 49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502

STATE BOARD RULE: 0520-2-2(2)

**RATIONALE FOR WAIVER:** A key to KNMS’s success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that KNMS be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the annual performance goals as part of the KNMS performance management system.

**D) TENURE****AREA: Evaluation Contracts and Termination of Contracts**

TN EDUCATION STATUTE: 49-5-408-409

STATE BOARD RULE: 0520-2-2(2)

**RATIONALE FOR WAIVER:** A key to KNMS’s success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that KNMS be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their performance management goals, will be offered an opportunity to remain on staff.

**AREA: Tenure**

TN EDUCATION STATUTE: 49-5-501-513

STATE BOARD RULE:

**RATIONALE FOR WAIVER:** As a charter school, KNMS will be results-driven. Therefore, all employees of KNMS will be “at-will.”

**E) STAFFING REQUIREMENTS****AREA: Licensed Principals**

TN EDUCATION STATUTE: 49-5-101(a)

STATE BOARD RULE: 0520-1-2-.03(6)

RATIONALE FOR WAIVER: KNMS will recruit the most qualified school leaders from around the country to fulfill its mission.

AREA: Library Information Center Personnel

TN EDUCATION STATUTE:

STATE BOARD RULE: 0520-1-3-.07(2)

RATIONALE FOR WAIVER: A substantial library will be available to students at the nearest public library. This facility will be augmented by classroom libraries.

## 2. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS

AREA: School Year Commencement

TN EDUCATION STATUTE: 49-6-3004

STATE BOARD RULE:

RATIONALE FOR WAIVER: KNMS will utilize an expanded school year calendar. For this reason, the school will start before Labor Day.

AREA: Local Fiscal Accounting

TN EDUCATION STATUTE: 49-3-316

STATE BOARD RULE:

RATIONALE FOR WAIVER: While KNMS will ensure that public monies will be used properly, that all non-waived regulations will be met and that all operations will stand up to a financial audit, it is critical to the KNMS program that management systems reflect KNMS's purpose and philosophy.

AREA: Formulation and Administration of Behavior and Discipline Codes

TN EDUCATION STATUTE: 49-6-4012(b)

STATE BOARD RULE:

RATIONALE FOR WAIVER: While parents and students will undergo due process, it is important that the discipline practices of KNMS provide a safe and effective learning environment for all students.

## 3. EDUCATIONAL WAIVERS

### A) CURRICULUM

AREA: Health, Physical and Wellness Education Curriculum

TN EDUCATION STATUTE:

STATE BOARD RULE: 0520-1-3-.05

RATIONALE FOR WAIVER: Students will be involved in physical education activities each week. The School Leader will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

AREA: Fine Arts Curriculum

TN EDUCATION STATUTE:

STATE BOARD RULE: 0520-1-3-.05

RATIONALE FOR WAIVER: Students will be involved in fine arts activities incorporated into their general education classes. Fine arts classes may be taught by volunteers. The School Leader will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.

AREA: Use of Unapproved Textbooks

TN EDUCATION STATUTE: 49-6-2206

STATE BOARD RULE:

RATIONALE FOR WAIVER: The KNMS curriculum and instructional approaches will be linked to the school's mission and goals. KNMS will use both state-approved textbooks and other unapproved instructional materials.

AREA: Capital Outlay

TN EDUCATION STATUTE: 49-3-311

STATE BOARD RULE:

RATIONALE FOR WAIVER: Preparing a charter school facility will pose a great challenge. Because charter schools must finance their own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that KNMS gain freedom from non-health and safety standards for the school site and have control of the facility vested in the KIPP Nashville board, rather than the city board of education. Having this freedom will allow us to use the school site resources most efficiently and effectively and align building choices with the KNMS mission and goals.

#### 4. METROPOLITAN NASHVILLE PUBLIC SCHOOLS OPERATING POLICY WAIVERS

##### A) SCHOOL BOARD OPERATIONS

AREA: Naming of Facilities

POLICY NUMBER: SBO 1.100

RATIONALE FOR WAIVER: KNMS may raise funding to build, repair, or restore a facility, and accordingly KNMS reserves the right to name all or a portion of the facility and to put a plaque on the wall to recognize donors.

##### B) FISCAL MANAGEMENT

AREA: BEP and New Teacher Money Programs

POLICY NUMBER: SBO 2.108

RATIONALE FOR WAIVER: KNMS creates an annual budget, approved by the KIPP Nashville board, which aligns to the mission of KNMS. This budget allocates resources in a way that best equips all KIPP Nashville teachers for success in pursuit of the mission.

AREA: EBS and Procedure to Pay User Access

POLICY NUMBER: SBO 2.106

RATIONALE FOR WAIVER: The KIPP Nashville board has authority to enter into contracts and is free from the restriction of using only MNPS approved vendors and suppliers. Accordingly, KNMS will not participate in the EBS system.

AREA: Employee Travel Regulations

POLICY NUMBER: SBO 2.102

RATIONALE FOR WAIVER: KIPP Nashville sets internal policy and regulations governing employee travel. These policies are approved by the KIPP Nashville Board and will vary from MNPS policy.

AREA: Facility Use

**POLICY NUMBER: SBO 2.118**

**RATIONALE FOR WAIVER:** KIPP Nashville may occasionally choose to use facilities for fundraisers and other social events that support the mission of the school. Further, KIPP Nashville may choose to run a summer camp in support of the mission, on property it rents or owns.

**AREA: Grant Drawdowns and Reimbursements**

**POLICY NUMBER: SBO 2.125**

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.

**AREA: Grants Management**

**POLICY NUMBER: SBO 2.101**

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.

**AREA: Initiating Contracts**

**POLICY NUMBER: SBO 2.113**

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all contracting decisions.

**AREA: Inventory Control**

**POLICY NUMBER: SBO 2.129**

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all contracting decisions. Further, KIPP Nashville has its own inventory procedures and does not participate in the MNPS File Maker Pro system.

**AREA: Memorials or Recognitions on School Property**

**POLICY NUMBER: SBO 2.119**

**RATIONALE FOR WAIVER:** KNMS intends to recognize future success of alumni by creating memorials and/or recognition plaques that highlight college and post-graduate success of KNMS alumni.

**AREA: Payroll Overpayments and Underpayments**

**POLICY NUMBER: SBO 2.110**

**RATIONALE FOR WAIVER:** KIPP Nashville sets its own fiscal policies that are approved by the KIPP Nashville board.

**AREA: Purchasing Card Program**

**POLICY NUMBER: SBO 2.111**

**RATIONALE FOR WAIVER:** KIPP Nashville sets its own fiscal policies that are approved by the KIPP Nashville board.

**AREA: Purchasing for MNPS**

**POLICY NUMBER: SBO 2.111**

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.

**AREA: Student Fundraising Policy**

**POLICY NUMBER: SBO 2.107**

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions. Further, KIPP Nashville will make internal decisions and has the authority to internally approve selected fundraising activities.

**AREA:** Supplies and Materials Budget Allocation to Schools

**POLICY NUMBER:** SBO 2.109

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.

**AREA:** Purchasing for MNPS

**POLICY NUMBER:** SBO 2.111

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.

### C) SUPPORT SERVICES

**AREA:** Film and Video Photography on MNPS Property

**POLICY NUMBER:** SBO 3.101

**RATIONALE FOR WAIVER:** KNMS occasionally records school events and reserves the right to schedule these events and control the distribution of the recorded material.

### D) INSTRUCTIONAL MANAGEMENT

**AREA:** Essential Literature

**POLICY NUMBER:** SBO 4.129

**RATIONALE FOR WAIVER:** KNMS creates its own curriculum aligned to state standards and, accordingly, may not participate in the MNPS essential literature program.

**AREA:** Grading Procedures for Grades K-12

**POLICY NUMBER:** SBO 4.144

**RATIONALE FOR WAIVER:** KNMS creates its own curriculum aligned to state standards and the School Leader sets grading policies.

**AREA:** Physical Education and Lifetime Wellness

**POLICY NUMBER:** SBO 4.155

**RATIONALE FOR WAIVER:** KNMS creates its own curriculum aligned to state standards and the School Leader sets grading policies.

### E) PERSONNEL/HUMAN RESOURCES

**AREA:** Coaching Staff Supplemental Pay

**POLICY NUMBER:** SBO 5.101

**RATIONALE FOR WAIVER:** KIPP Nashville is a 501(c)3 and controls its own budget including all salary and stipend decisions.

**AREA:** Evaluation of Assistant Principals

**POLICY NUMBER:** SBO 5.109

**RATIONALE FOR WAIVER:** The KNMS School Leader shall evaluate Deans, Grade Team Leaders, and Assistant Principals using the KIPP Nashville Performance Management system.

**AREA:** Sick Leave; Maternity Leave, FMLA Leave

**POLICY NUMBER:** SBO 5.148; 5.152; 5.155

**RATIONALE FOR WAIVER:** KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.

**AREA:** Professional Development Stipend

**POLICY NUMBER:** SBO 5.164

**RATIONALE FOR WAIVER:** KIPP Nashville seeks to create a professional learning environment for its teachers. Accordingly, high performing teachers and staff members will have frequent opportunities to lead professional development sessions for their KIPP Nashville peers.

## Section XII – Insurance

Charter schools must have appropriate insurance coverage. This includes worker compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), and sexual abuse. Applicants should check with local districts to determine the amounts of coverages necessary and if the local entity has additional insurance requirements.

### Evaluation Rubric

An excellent application will provide adequate assurance that the school will meet applicable insurance requirements with reasonable assumptions for the cost. Evidence will be provided in the form of a letter from an insurance company stating they will provide the required coverage.

KNMS will purchase the types and amount of insurance coverage appropriate to the school. The current provider of insurance coverage for KIPP Nashville schools, The Crichton Group, is proposed to be the provider for KNMS.

As an experienced insurance provider for charter schools authorized through MNPS (specifically for KAN, among others), The Crichton Group is prepared to notify the department of education within 10 days of the cancellation of any insurance.

Contact information for The Crichton Group:

3011 Armory Dr., #250

Nashville, TN. 37204

615-383-9761

[www.cbjw.net](http://www.cbjw.net)

The insurance coverage to be provided by The Crichton Group for KNMS will include (at minimum):

- General Liability: \$1,000,000 per occurrence/ \$2,000,000 aggregate;
- Educators' Legal Liability: \$1,000,000 per occurrence/ \$2,000,000 aggregate;
- Sexual Abuse and Molestation Liability: \$1,000,000 per occurrence/ \$2,000,000 aggregate;
- Worker's Compensation: Statutory Limits;
- Employee Dishonesty Coverage: \$250,000;
- Property Insurance: Limits as requested at 100% replacement cost;
- Automobile: Comprehensive and collision per schedule including hired and non-owned liability, and;
- Umbrella: \$5,000,000.

The estimated premium for the coverages outlined above is \$20,000.

Documentation of this coverage is included in Attachment L.

## Section XIII – Parent and Community Involvement

The applicant should demonstrate the expectations and plans for ongoing parent and community involvement and provide evidence of community outreach. There should be many forms of meaningful parent involvement and these can include having parent representatives on the governing board, parent organizations, volunteers and outreach. Also important is outreach and recruitment of those students and parents who are most at risk of not being able to fully participate in school choice – families who do not speak or read English well, at-risk students and parents in low-income areas, and families that traditionally may not be aware of their options due to economic circumstances.

It is important for charter school developers to provide adequate notice to the community about the proposed charter school. Community meetings in which the public is invited, fliers delivered to homes, working with established community organizations in the area in which the proposed school will locate are all good ways to inform the public about your potential school.

Additionally, there are parent outreach and involvement requirements in order to receive federal funds such as Title I. It is strongly suggested that potential applicants contact the LEA in which they wish to locate to get specific requirements.

### Evaluation Rubric

An excellent parent and community involvement plan will have the following characteristics:

- Informs parents and members of the community about the operations of the school including providing information about the school to students and parents of all ethnicities, languages and abilities. A timeline for implementation, a lead contact and specific community meetings should be a part of the plan.
- An overview of how parents and community were involved in the development of the school and how they will continue to be a part of the continuous improvement effort.
- Specific strategies to reach at-risk students and families who may not be aware of this proposed school.
- Evidence such as letters of support, letters of intent, or MOU's that the proposed school is welcomed by the larger community, has formed partnerships with community organizations, and is viewed as an attractive educational alternative that reflects the community's needs and interests.
- Detail is given of the types of volunteer opportunities that are available for parents and the community at large.

### *Admissions Policies*

KNMS seeks to enroll a diverse student body. Admission to KNMS will be limited to the grades and ages of pupils served by the school. As permitted by the Tennessee Public Charter Schools Act of 2002, the board of directors will give enrollment preference to siblings of students already attending or accepted to KIPP Nashville schools. The enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Every aspect of enrollment and recruitment practices of KNMS will comply with State of Tennessee and federal standards.

As provided in the charter school law, all parents of eligible students who choose to enroll their children in KNMS may do so, subject to admissions priorities established in statute and spaces available.

To be eligible for admission, the student must provide:

- Proof of residence within the Chartering Authority;

- Proof of minimum age, and;
- A completed application form.

Application forms will require: a student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying or enrolled; and a signature verifying that the information is correct and that the parents/guardians are choosing education at KNMS for their child. Application forms must be submitted to the school by the annual deadline determined by the board.

KNMS has an interest in making sure that any prospective students and their families understand the particular mission and focus of the school and are interested in being a part of that school community. Toward that end, KNMS may:

- Require students to complete the grade preceding the grade the student plans to enter;
- Require parents/guardians to attend informational sessions, or;
- Require students and parents/guardians to sign the KNMS's Commitment to College Completion that demonstrates their agreement with the school's mission and values

#### *Student Recruitment*

To inform parents of this educational option, KNMS will widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, KNMS will post notices in places such as neighborhood bulletin boards and local libraries. KNMS will also arrange informational meetings through community leaders at community centers, churches, pre-school programs and housing developments, in addition to having a website with enrollment information. In addition, KNMS will hold information sessions at MNPS elementary schools to ensure 4th graders and their parents are aware of their options. When necessary, the application and promotional material will be available in Spanish and, where appropriate, community meetings will be translated into Spanish for parents. KNMS will clearly define the school, its mission and its programs – but it is ultimately up to the parents to decide whether this school will be the best choice for their child(ren).

To ensure the students recruited represent the diversity of the target neighborhood, with a particular focus on low-income families, students with special needs, harder to reach families, academically low-achieving families, and academically low-achieving students, KIPP Nashville will partner with the KAN Parent Involvement Committee (and the KNMS Parent Involvement Committee once the new school is open and the committee is established), to develop and implement a comprehensive students recruitment plan. The leadership of the PIC ensures the recruitment plan will be implemented at a grassroots level, with parents connecting and communicating with prospective parents in their communities. Moreover, organizations that serve low-income families and/or students from at-risk backgrounds will be included in the advertising of the school. Where possible, representatives from agencies that serve families from these communities will be given information about the school and its enrollment procedures to disseminate amongst the families served.

KNMS will implement a systematic, methodical, documented recruitment process. Although recruitment efforts will be focused primarily on the east and north Nashville metropolitan areas, the school will accept applications from across the district, as required by the Tennessee Charter School Law. KNMS will use a combination of local print, as well as grassroots publicity and web-based means to promote the school. The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. The following outlines the steps to the recruitment process that will be undertaken by KIPP Nashville on behalf of KNMS (and by KNMS leadership and the PIC once the school is operational):

- KIPP Nashville website features enrollment information for the new school and KIPP Nashville representatives are available by phone and email to answer questions and provide enrollment information for KNMS (immediately upon charter approval);
- KIPP Nashville sends out mailer promoting the school and with a clear enrollment process in all target communities of east and north Nashville (October);
- Ads run in local newspapers and on radio stations about the new school and the enrollment process (October-December);
- School leader visits elementary schools in the target recruitment areas to meet with fourth graders about the new school—printed materials about enrollment are sent home (November-December);
- KNMS PIC (will be conducted by KAN PIC for the KNMS inaugural year) holds a content for parents to see who can elicit the most applications from their community (November-January);
- Mail acceptance letters and wait list letters to prospective students and all applicants;
- Mail welcome letters from current 5th graders and a KIPP bumper sticker to incoming 5th graders (February);
- Personal phone call from KIPP staff member to all waitlisted students (February);
- Enrollment On-boarding Meeting for all incoming 5th graders (March);
- Mail newsletter to all waitlisted students (March);
- Mail letter from 2014 KIPPster to all incoming 5th graders (April);
- Personal phone call from KIPP staff member to all waitlisted students (April);
- Mail letter to all waitlist students with timeline information (May);
- Mail packet to all 2013-14 KIPPsters with 2012-13 calendar, uniform, CTE, other info...(June), and;
- Students on wait list are contacted immediately as spaces become available (throughout the summer and school year).

The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law.

#### *Parent Involvement*

Like KAN, KNMS will have a school site Parent Involvement Committee. The PIC meets formally each Saturday that Saturday school is in session for students. While students are participating in intensive academic interventions, team building, and character development curriculum, the PIC has its official monthly meeting to address any business, updates parents on what is going on at the school academically, and provides parents with training and guidance on how to support their students' efforts at home. The PIC also offers more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. Zumba classes, KIPP Through College trainings, and health and wellness seminars are all part of the monthly offerings for families the PIC provides.

The PIC will elect a representative annually to serve on the board of directors. The PIC will also designate members to serve on the Title I planning team and submit formal recommendations for the parent involvement plan component of the Title I school-wide plan.

Frequent communication with parents, in the form of conferences, reports home and phone calls (outlined in the Instructional Strategies of Section II) helps keep parents engaged. Because every parent participates in a new family orientation and/or home visit wherein s/he signs a Commitment to College Completion, all parents will be informed of their role and responsibilities in a KIPP education before classes begin. Parents at KNMS will be critical to the success of their students, so staff will receive professional development and coaching on developing and maintaining productive relationships with parents. School staff and the KIPP Nashville KIPP to

College coordinator will work together to provide parents with training and one-on-one support to develop their capacity to engender success in their students and help them climb the mountain to college.

### *Community Engagement*

KNMS will adopt the same approaches to community involvement that have been successful at KAN. Based on the current enrollment at KAN, which is not only reflective of the demographics of the community it serves, but reveals that some of the harder to reach and least successful students are enrolling at KAN, suggests that the strategies currently employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement may be manifest in the following ways:

- Robust non-academic support staffing to ensure frequent access to resources and support for families, which includes but is not limited to a case worker, school counselor, and KIPP Through College liaison.
- Frequent teacher-parent communication through bi-weekly progress reports (which include academic and behavioral data), quarterly report cards, conferencing available throughout the year at a variety of times and days, cell numbers for all staff members provided to all parents, parent workshops at each monthly Saturday school meeting, the Parent Involvement Committee (which includes meetings, workshops, and social gatherings), monthly KIPP parent activities to encourage informal communication (which includes family-style meals, Zumba, and other activities according to parent interest), and other annual events like orientations and seasonal performances.
- Leadership of the Parent Involvement Committee (PIC) in recruitment of new families.
- Designated seat for an elected parent representative on the board.
- Principal-led outreach to community agencies, businesses, and non-profit partners.

The partners needed to accomplish the mission of KNMS include community organizations and churches in Northeast Nashville. The executive director has cultivated strong relationship with neighborhood organizations surrounding KAN and has successfully leveraged these relationships on behalf of the students and their families. KIPP Nashville has also engaged community leaders and proprietors in lower East Nashville – the economic heart of Northeast Nashville. Through these relationships, KIPP Nashville has cultivated support for KAN and established a foundation of support KNMS. As the organization deepens its impact in Northeast Nashville with KNMS, the executive director and other school support center staff will work with the school leader to cultivate relationships with church, business and community leaders in the communities to be served.

Current community relationships will be leveraged on behalf of KNMS and include the following:

- Asurion—local business that provides tutors and mentors for a weekly reading program;
- East Nasty Running Club—provides tutors and mentors for weekly reading program, Couch to 5K program for parents, and will offer a running club for students when KNMS opens;
- City Church of East Nashville—supports recruitment efforts, supplies volunteers for the weekly reading program;
- Martha O’ Bryan Center—supports with recruitment and in talks to provide programming for KNMS students, and;
- Vanderbilt University—partnership with the social work program to provide counseling interns, college visits for students to the campus.

The executive director also collaborated with Mayor Karl Dean to help bring Teach for America (TFA) and the TN Charter School Incubator to Nashville. KIPP Nashville continues to work closely with other charter schools and MNPS to build successful, college-preparatory options for all students in Nashville. Outreach to community

agencies that serve the needs of KNMS students and may partner to provide student services and programming is ongoing by the KIPP Nashville staff.

- Because the vision of KIPP Nashville supersedes opening schools in the target communities, but effecting access to high-performing schools for all students in Nashville, KIPP Nashville leadership has been very involved with the community in a myriad of ways, including the following;
- Has a positive, productive relationship with Teach For America and The New Teacher Project, which has led to the utilization of these entities to introduce new teaching talent to the Nashville area (beyond the KIPP Nashville school site);
- The executive director participates on the Nashville Collaborative Compact Performance Framework Planning Team, which shares best practices for leadership development and teacher training amongst school leaders from throughout MNPS;
- KIPP Nashville initiated a special education practices audit that has led to the study of special education practices in 7 TN charter schools;
- Advocating for policy that promotes an environment conducive to improving schools/running high-quality schools, and;
- Outreach to the community through community meetings, neighborhood association events, and informal outreach to educate parents on best practices and expectations for their schools.

KIPP Nashville will continue to take the lead on community outreach, supporting the efforts of the school leader, non-academic support staff, and PIC to ensure widespread community outreach is achieved with success.

See Attachment Y for letters from community entities that support the addition of a KIPP middle school campus in northeast Nashville.

#### *Volunteerism*

Parents are strongly encouraged, but not required, to volunteer at the school as a way of getting involved in their student's education. Community members are also strongly encouraged to volunteer. Volunteerism at KNMS will be manifest in everything from after-school tutors who attend local universities to parents who assist with office tasks. KIPP Nashville has already formed a productive, positive relationship with a number of the local universities, and these relationships have yielded significant volunteerism from community members. It is anticipated that these relationships will be leveraged for greater volunteer involvement once KNMS is open. All volunteer opportunities with non-student related tasks are managed by the office manager; the school counselor and principal manages volunteerism that matches parents and community volunteers with students. Any volunteer who will work directly with students will complete a background check prior to his/her service.

## Section XIV – Final Evaluation Rubric

The final rubric is the last component of the Tennessee Charter School Standard Application and Scoring Rubric. After the application is deemed complete and has been reviewed by the LEA Review Committee, each committee will fill out one rubric with recommendation concerning the applicant’s overall ability to open and operate a successful charter school.

An application that sufficiently addresses each design component in all sections and is ranked as “Meets” or “Exceeds” in all sections is more likely to be recommended for approval. An application that contains sections that are ranked “Does Not Meet” or “Partially Meets” is not likely to be recommended for approval. The LEA will give objective reasons for denial along with the rankings so the applicant may evaluate the areas where improvement is needed and make a decision whether to amend.

T.C.A. § 49-13-108 requires local boards of education to make charter authorization, renewal, or revocation decisions in light of the “best interests of the pupils, the school district or community”. T.C.A. § 49-13-106 requires the chartering authorities to “give preference to . . . applications that demonstrate the capability to meet the needs of” students zoned for failing schools, students who failed to test proficient on State mandated tests, or students of poverty. In light of these laws, it is appropriate for the authorizer to identify priority indicators and to weight certain sections of the application based on those priorities.