Empowerment Academy

A Proposal to Create a Public Charter School
To Open in the 2027-2028 School Year

Date of **Amended ApplicationSubmission:**
June 1, 2026
Submitted To Metro Nashville Public Schools

Respectfully Submitted by:
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TABLE OF CONTENTS

Table of Contents

TABLE OF CONTENTS....2
APPLICATION CHECKLIST....4
APPLICATION COVER SHEET....7
STATEMENT OF ASSURANCES....9
EDUCATIONAL PROGRAM DESIGN AND CAPACITY....11
SCHOOL OVERVIEW....11
SCHOOL MISSION AND MODEL....12
ANTICIPATED STUDENT POPULATION....19
FAMILY AND COMMUNITY ENGAGEMENT SUPPORT....29
SCHOOL CULTURE AND DISCIPLINE....37
CURRICULUM AND INSTRUCTION....40
SPECIAL POPULATION....44
STUDENT ASSESSMENT AND EVALUATION....46
EDUCATIONAL PROGRAM CAPACITY....48
OPERATIONS PLAN & CAPACITY....55
GOVERNANCE....55
STAFFING....58
FACILITIES....67
TRANSPORTATION....68
HEALTH AND SAFETY....70
INSURANCE....71
FOOD SERVICE....72
START-UP PLAN....73
OPERATIONS CAPACITY....75
BUDGET AND FINANCE....81
OPERATING BUDGET....81
BUDGET AND FINANCE CAPACITY....80
ADDENDUM B....108
ADDENDUM C....129
ADDENDUM D....132
REQUIRED ATTACHMENTS....135
●ATTACHMENT 1: EVIDENCE OF COMMUNITY ENGAGEMENT Support....135
●ATTACHMENT 2: SCHOOL BASED TEAM RESUMES....162
●ATTACHMENT3:BOARD MEMBER RESUMES....168
●ATTACHMENT 4: ORGANIZATIONAL CHART....174
●ATTACHMENT 5: ARTICLES OF INCORPARTION....175

- ATTACHMENT 6: PROOF OF NONPROFIT AND TAX-EXEMPT STATUS……..…..…….. 188
- ATTACHMENT 7: GOVERNING BOARD BYLAW……..……. 190
- ATTACHMENT 8: LETTER OF INSURANCE COVERAGE……..…199
- ATTACHMENT 9: OPERATING BUDGET……..…… 210
- ATTACHMENT 10:NETWORK BUDGET…….……..211
- ATTACHMENT 11: NETWORK ORGANIZATIONAL CHART……..212
- ATTACHMENT 12: PARENT LETTERS……..……215
- ATTACHMENT 13: 501 (C)(3) APPLICATION…….……227
- ATTACHMENT 14: SCHOOL SONG……..…….……..228
- ATTACHMENT 15: FACILITY USE & RENTAL AGREEMENT…….…….229
- ATTACHMENT 16: NETWORK SCHOOL BROCHURE……...…232
- ATTACHMENT 17: EVIDENCE OF FUNDRAISING EFFORTS…….……..…234
- ATTACHMENT 18: STUDENT ROSTERS……..…236
- ATTACHMENT 19: OTHER PROFESSIONAL RESUMES……248

RESOURCES PAGE & SUPPORTING EVIDENCE……..……261

Application Checklist

The checklist below is provided as a tool for sponsors to ensure all required application components

are complete. If an authorizer determines that a component of the application is missing, the authorizer may request additional information during the capacity interview and/or as part of the amended application submission, if the initial application is denied.

Application Components		Applicant Check
Application Narrative	**General Application Information**	
	Application Cover Sheet	
	Statement of Assurances	
	Waivers (Optional)	
	Educational Program Design & Capacity	
	School Overview	
	School Mission and Model	
	Anticipated Student Population	
	Family and Community Engagement and Support	
	School Culture and Discipline	
	Curriculum and Instruction	
	Special Populations	
	Student Assessment and Evaluation	
	Educational Program Capacity	
	Operations Plan & Capacity	
	Governance	
	Staffing	
	Facilities	
	Transportation	

	Health and Safety	
	Insurance	
	Food Service	
	Start-up Plan	
	Operations Capacity	
	Budget and Finance	
	Operating Budget	
	Budget and Finance Capacity	
Required Attachments	Attachment 1: Evidence of Community Engagement	
	Attachment 2: School-based Team Resumes	
	Attachment 3: Board Member Resumes	
	Attachment 4: Organization Chart	
	Attachment 5: Articles of Incorporation	
	Attachment 6: Proof of Nonprofit and Tax-Exempt Status	
	Attachment 7: Governing Board Bylaws	

	Attachment 8: Letter of Insurance Coverage	
	Attachment 9: Operating Budget Template	
	Attachment 10: Network Budget *(Only required for sponsors completing Addendum B)*	
	Attachment 11: Network Organization Chart	

TENNESSEE STATE BOARD OF EDUCATION

	(Only required for sponsors completing Addendum B)	
	Attachment 12: ESP Contract *(Only required for sponsors completing Addendum C)*	
	Attachment 13: Evidence of Support for Conversion *(Only required for sponsors completing Addendum E)*	
	Attachment 14: Residential Facility Documentation *(Only required for sponsors completing Addendum F)*	
Applicable Addenda*	Addendum A: Sponsors with past or present relationships to other charter schools	
	Addendum B: Sponsors opening a new school that will create a network or as part of an existing network	
	Addendum C: Sponsors contracting with a third-party ESP	
	Addendum D: Sponsors seeking approval of multiple schools in this application cycle	
	Addendum E: Sponsors seeking to convert a traditional public school to a charter school	
	Addendum F: Sponsors applying to operate an opportunity public charter school	
	Addendum G: Higher education institutions seeking to open a charter school	

Application Cover Sheet

General Information

Name of Proposed Charter School	Empowerment Academy –Nashville

Sponsor/Sponsoring Entity	Natisha Brooks		
Proposed Authorizer	Metro Nashville Public Schools		
Academic Focus of Proposed School	Agriculture and STEM		
Grade Structure (e.g., K-5, 6-8, 9-12)	Year 1	Year 5	At Capacity
	K-5	K-5	K-5
Projected Enrollment	Year 1	Year 5	At Capacity
	50	50	50
Neighborhood and/or Community	Nashville, TN		
Projected Opening School Year	2027-2028		

Primary Point of Contact for this Application

Name	Natisha Brooks
Role in Proposed School	Board President
Mailing Address	5510 Old Hickory Blvd
Mailing Address Line 2	Ste B #113
City, State, Zip Code	Hermitage, TN 37076
Primary Telephone	615-821-8887
Alternate Telephone	615-491-4986 (Attorney Miles Brooks)
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Applicant Team

Name	Current Job Title and Employer	Role in Drafting this Charter

		School Application
Natisha Brooks	Board President Empowerment Academy -Nashville, TN	Board President and Lead
Miles Brooks	Lead Attorney BlueCross BlueShield of Tennessee Chattanooga, TN	Attorney and Application Analysis
LaVeeshia Pryor, MBA	Program Manager, Fayette County Public Schools-Lexington, KY	Project Manager
Beryl Basden	Exceptional Education Teacher and English II Co-Teacher-Antioch High School-Antioch, TN	Family and Community Engagement
Angela Brown	CEO-Roberts Grant Writing and Consulting -Paris, KY	Content Writer
Charliese Lewis	Family and Community Engagement, Fayette County Public Schools	Content Writer
Meka Sylvester	Social Service Clinician, KY Department of Corrections-LaGrange, KY	Administrative Assistant
Willie Swift	Special Education Interventionist, Admin Support, Lead CPI-Journey Community Schools Memphis, TN	Head of Schools, Reviewer
Destiné Lacen	Instructional Support Specialist- STEM Prep Academy, Nashville, TN	Consultant

Statement of Assurances

As the authorized representative of the sponsor applying to open a charter school in Tennessee, I

hereby certify that the information submitted in this application 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 must comply with all assurances within this section, and all applicable state and federal laws and regulations related to public charter schools. Furthermore, the governing body of the proposed charter school hereby assures that it accepts full legal and financial responsibility for the operation of the school.

I affirm that the public charter school will:

1. Be operated by a not-for-profit organization that is exempt from federal taxation under § 501(c)(3) of the Internal Revenue Code (26 U.S.C. § 501(c)(3));
2. 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;
3. Follow all federal, state, and local laws and regulations pertaining to the operation of a public charter school, unless waived according to T.C.A. § 49-13-111(p);
4. Provide special education services for students with disabilities as provided in T.C.A. 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;
5. Adhere to applicable state and 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;
6. Offer curriculum, textbook, and instructional materials that meet state and federal requirements, including that they are aligned to state academic standards (T.C.A. § 49-6-2202), do not include or promote prohibited concepts (T.C.A. § 49-6-1019), were not created to align exclusively to the Common Core State Standards, and are not marketed as Common Core textbooks or materials (T.C.A. § 49-6-2202);
7. 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;
8. Follow non-discriminatory admission policies pursuant to T.C.A. § 49-13-107, and processes for conducting an enrollment lottery, if applicable, in alignment with T.C.A. § 49-13-106 & 113 and State Board Rule 0520-14-01-.04;
9. Maintain a school term of no less than two hundred (200) days, including one hundred eighty (180) days for classroom instruction, pursuant to T.C.A. § 49-6-3004;
10. Ensure each instructional day consists of the minimum requirements, pursuant to T.C.A. § 49-6-3004, T.C.A. § 49-6-201, and State Board Rule 0520-01-02-.31(1);
11. Utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
12. Exclusively employ teachers who hold an active teaching license and any appropriate

endorsement(s) to teach in a public school in Tennessee;

13. Comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504); 14. Not charge 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; 15. Not charge registration fees or enrollment fees, except as authorized by T.C.A. § 49-13-106; 16. Follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. §§ 49-13-111, 120, and 127;
17. Require governing body members, employees, officers, and other authorized persons who receives funds for the charter school, has access to the charter schools' funds, or has authority to make expenditures from the charter schools' funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
18. Maintain all necessary and appropriate insurance coverage;
19. Notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and 20. Submit to its authorizer a request to amend its charter agreement for any material modifications as defined by the charter agreement and TN Public Charter Commission rules.

Signature of Authorized Representative Date

Printed Name of Authorized Representative

Title of Authorized Representative

Educational Program Design and Capacity

School Overview

1. In 2-3 paragraphs, describe the overall vision for the proposed school. Include relevant details such as the academic focus, the students it will serve, and what success will look like.

Research consistently demonstrates that students who do not achieve reading proficiency by the end of third grade face significant academic challenges in later years. Empowerment Academy is designed to address this critical early-literacy gap by providing a high-quality, student-centered educational environment focused on academic excellence, leadership development, and whole-child support. The school will serve up to 50 scholars, with a particular focus on meeting the needs of students who have been historically underserved and underrepresented in academic success indicators.

Empowerment Academy is grounded in the belief that **small-class, personalized instruction** is essential to accelerating student achievement. By maintaining a low student-to-teacher ratio, scholars receive targeted academic support tailored to individual learning needs. This instructional approach ensures that students master grade-level content, meet or exceed Tennessee academic standards, and demonstrate consistent progress from grade to grade.

To extend learning beyond the classroom, Empowerment Academy seeks to develop strategic partnerships with organizations such as NASA and the Tennessee Department of Agriculture. These partnerships are intended to expose scholars to real-world applications of science, technology, engineering, agriculture, and mathematics (STEAM). Through experiential learning opportunities, scholars gain an understanding of how these fields contribute to workforce development, food sustainability, and technological innovation, while sparking interest in careers including engineering, aerospace, environmental science, and agriculture.

Empowerment Academy is also committed to cultivating future leaders in education. The school's vision includes helping scholars recognize viable career pathways as educators, instructional leaders, and school administrators. This focus responds to the national and state level underrepresentation of minority males in the education profession. Early leadership development fosters confidence, accountability, and a sense of purpose grounded in service to others.

As part of its instructional model, Empowerment Academy incorporates a structured weekly leadership activity in which a selected scholar assumes the role of a **"Scholar-Teacher"** during a guided 15-minute instructional experience. Under staff supervision, scholars practice communication, collaboration, and instructional leadership while developing respect for the teaching profession. This experience reinforces peer engagement, self-confidence, and leadership skills that support both academic and personal growth.

The school also prioritizes scholars' social-emotional development and mental health.

Empowerment Academy will collaborate with Davidson County Schools and community based organizations to provide counseling supports, mentorship opportunities, and family engagement initiatives. These partnerships ensure a comprehensive approach to educating the whole child and promoting positive outcomes that extend beyond academic achievement.

Core Beliefs of Empowerment Academy

- Only a healthy child can learn.
- A good learner is an effective listener.
- Every child deserves a balanced life and a supportive learning community.
- Education is a pathway to opportunity and economic mobility.
- Scholars thrive when learning is connected to purpose, character, and service.

With the combined expertise of the Empowerment Academy Board and a dedicated team of administrators, counselors, and educators, the school is designed to ensure that scholars enter middle school academically prepared, socially supported, and positioned for long-term success. Empowerment Academy emphasizes college and career readiness through early academic mastery, leadership development, and exposure to postsecondary pathways, including long term preparation for ACT/SAT success and meaningful career opportunities.

As Dr. Martin Luther King Jr. reminded us:

“Cowardice asks the question, 'Is it safe?' Expediency asks the question, 'Is it politic?' Vanity asks the question, 'Is it popular?' But conscience asks the question, 'Is it right?' And there comes a time when one must take a position that is neither safe, nor politic, nor popular, but one must take it because one's conscience tells one that it is right."

School Mission and Model

2. Provide the mission statement for the proposed charter school.

EAN exists to support young boys from historically underserved communities through a small school, relationship-centered model focused on early literacy, academic growth, leadership, and character development. Through personalized instruction, low student-to-teacher ratios, hands-on learning experiences, and consistent mentorship, scholars receive the individualized support needed to build confidence and achieve academic success. EAN measures its impact through student literacy and math growth, mastery of Tennessee academic standards, attendance, family engagement, leadership development, and social-emotional growth, ensuring students are prepared to thrive in

school and contribute positively to their communities.

3. Describe any mission-specific short- and/or long-term educational goals and targets that the school will have and how internal and external stakeholders, including the public, will know the extent to which the school is achieving its mission.

EAN's mission-specific educational goals are centered on improving literacy achievement, academic growth, leadership development, and social-emotional outcomes for young boys from historically underserved communities. In the short term, the school aims to ensure that students demonstrate measurable growth in reading and mathematics, maintain strong attendance, and develop positive behavioral and leadership skills through personalized instruction, low student to-teacher ratios, mentorship, and relationship-centered learning environments. Because EAN serves a small student population, staff will be able to provide individualized academic intervention and monitor each scholar's progress closely.

Over the long term, EAN seeks to increase the percentage of students meeting or exceeding Tennessee academic standards, particularly in foundational literacy by the end of third grade, while also preparing students for long-term success in middle school, college, career, and community leadership. The school's model integrates leadership opportunities, social-emotional learning, experiential STEAM-based learning experiences, and strong family engagement to support the development of confident, academically prepared, and community-minded young men. EAN also seeks to foster student interest in future leadership and educational career pathways through exposure to mentorship, collaboration, and real-world learning experiences.

EAN will measure progress toward achieving its mission through multiple indicators, including academic growth data, literacy benchmarks, Tennessee state assessment performance, attendance rates, behavioral data, student retention, and family engagement participation. Internal stakeholders, including staff and the governing board, will regularly review student and organizational performance data to guide decision-making and continuous improvement efforts. External stakeholders and the public will receive updates through annual reports, public board meetings, family conferences, surveys, and Tennessee State Report Card data, ensuring transparency, accountability, and ongoing communication regarding the EAN's impact and progress toward its mission.

4. Describe how the sponsor assessed the need for the proposed school, including considerations around availability of school choice options in the community, capacity, and number and quality of available seats.

The need for EAN was assessed through a comprehensive, data-driven analysis of

educational conditions within Davidson County, with particular attention to communities in and surrounding the 37209 zip code that continue to experience persistent academic underperformance, economic disadvantage, and inequitable educational outcomes for young underprivileged boys. This assessment incorporated multiple sources, including U.S. Census Bureau data, Tennessee Department of Education State Report Card data, and Davidson County Schools (HCDE) demographic and performance reports. Data from the Tennessee Department of Education consistently demonstrates that male students, particularly underrepresented and economically disadvantaged males, perform below female peers across multiple academic indicators. State assessment data shows that male students in Tennessee score lower in English Language Arts proficiency than female students, while underprivileged male students remain among the lowest-performing student subgroups statewide in reading proficiency and academic growth measures. In Davidson County specifically, several schools serving the proposed recruitment area report English Language Arts proficiency rates below 25% and mathematics proficiency rates below 20%, with economically disadvantaged and minority male students disproportionately represented among students performing below grade level.

The analysis further revealed that young boys in high-poverty communities experience elevated rates of chronic absenteeism, disciplinary referrals, and academic intervention needs compared to other student populations. HCDE demographic reports and Tennessee accountability data show that schools within the targeted service area serve student populations that are frequently more than 80% economically disadvantaged, while many also experience significant student mobility and attendance challenges that negatively impact long-term academic outcomes. Research and statewide trend data indicate that boys of color are more likely to experience exclusionary discipline practices, disengagement from school, and reading deficiencies by third grade, an important predictor of future academic success and graduation outcomes. EAN's model is intentionally designed to address these disparities through a highly personalized, relationship-centered learning environment that combines small class sizes, individualized literacy intervention, mentorship, experiential learning, leadership development, and embedded social-emotional supports. The school's focus on serving a small population of approximately 50 students is deliberate and research-based, allowing staff to provide intensive academic monitoring, targeted intervention, and meaningful relationship-building during the foundational elementary years when literacy development and school engagement are most critical.

Further evaluation of school choice availability and school performance trends demonstrated that while Davidson County offers various public and choice school options, there remains limited access to small-scale, student-centered educational

environments specifically designed to address the academic and developmental needs of young boys from historically underserved communities. Existing options often vary widely in school climate, academic outcomes, and the availability of individualized supports. Based on enrollment trend analysis, feeder pattern data, and school-aged population estimates within the proposed recruitment radius, Empowerment Academy determined that Davidson County has sufficient enrollment demand to sustain the school's intentionally conservative opening enrollment of 50 students. This enrollment model prioritizes instructional quality, operational sustainability, and high-touch intervention over rapid expansion. Collectively, the data demonstrates a clear and compelling need for additional high-quality educational options that specifically address the longstanding academic and engagement disparities experienced by young minority males within Davidson County.

5. Describe the structure of the school day and week for the typical student. Differentiate by grade bands (e.g., K-5, 6-8, 9-12) as needed.

EAN will implement a structured, student-centered daily and weekly schedule designed to maximize instructional time, support differentiated learning, and integrate academic, social-emotional, and experiential learning opportunities. The school will operate on a Monday–Friday schedule, with a standard school day running from approximately 8:00 a.m. to 3:30 p.m., providing a full instructional day aligned with Tennessee requirements.

Each day will include a balanced combination of core academic instruction, small-group targeted support, enrichment, and social-emotional learning. Students will begin the day with a morning meeting/advisory block (20–30 minutes) focused on relationship-building, goal-setting, and social-emotional development. This is followed by a dedicated literacy block (90–120 minutes) that includes whole-group instruction, guided reading, phonics (especially in K–2), and differentiated small-group rotations. A mathematics block (60–75 minutes) will emphasize conceptual understanding, problem-solving, and skill development, with built-in opportunities for small-group intervention and enrichment.

In addition to core instruction, students will participate in science and social studies instruction (45–60 minutes daily or integrated through project-based learning), as well as intervention/enrichment blocks (30–45 minutes) where students receive targeted academic support or acceleration based on assessment data. The daily schedule also includes specials/enrichment courses (e.g., art, music, physical education, STEM, and agricultural learning) for 45–60 minutes, ensuring a well-rounded educational experience. Agricultural learning will serve as a signature component of the instructional model, providing students with hands-on experiences such as gardening, plant life cycles, and environmental stewardship, often integrated with science, math, and literacy

standards.

Time is intentionally allocated for recess (at least 30 minutes daily, which may be divided into two periods) and lunch (30 minutes) to support student physical health, social development, and overall well-being. Recess will be structured to promote both free play and cooperative activities, reinforcing positive social interactions and self-regulation skills.

The weekly schedule is designed to reinforce consistency while allowing flexibility for deeper learning experiences. Core academic subjects (ELA and Math) are taught daily, while science and social studies are delivered either daily or through integrated, project-based units that span multiple days. At least two to three times per week, students will engage in hands-on, experiential learning opportunities, including agricultural-based projects such as maintaining a school garden, participating in seasonal planting cycles, or exploring food systems and sustainability. These experiences connect academic content to real-world applications and community-based learning.

Additionally, the EAN will incorporate a weekly data review and intervention cycle, where teachers adjust instruction based on student performance. To further support student success, EAN will offer optional after-school programming focused on academic support, enrichment activities, and extended learning opportunities.

This structured yet flexible schedule ensures that all students—including English Learners and students with disabilities—have access to rigorous instruction, personalized support, and meaningful learning experiences aligned with the school's mission.

Grades K-2 Sample Daily Schedule

Primary students receive increased time in foundational literacy and numeracy, along with structured play and movement to support early development.

Time	Kindergarten	1st Grade	2nd Grade

8:00–8:20	Arrival & Morning Meeting (SEL focus)	Arrival & Morning Meeting (SEL focus)	Arrival & Morning Meeting (SEL focus)
8:20–9:20	Foundational Literacy (phonics/oral language	Literacy Block I (phonics + reading)	Literacy Block I (reading fluency/comprehension
9:20–10:00	Small Group Literacy Centers	Writing & Small Groups	Writing Workshop & Small Groups
10:00–10:20	Movement/Brain Break	Literacy Intervention	Literacy Intervention
10:20–10:40	Recess	Recess	Recess
10:40–11:10	Math Mini-Lesson & Manipulatives	Math Block I	Math Block I
11:10–11:40	Small Group Math Instruction	Math Centers/Problem Solving	Math Problem Solving/Groups
1:40–12:10	Lunch	Lunch	Lunch
12:10–12:40	Agricultural/Experientia l Learning	Agricultural/Experienti al Learning	Agricultural/Experiential Learning
12:40–1:20	Science/Social Studies (hands-on exploration)	Science/Social Studies (integrated/PBL)	Science/Social Studies (integrated/PBL)
1:20–2:00	Intervention/Enrichmen t (RTI/MTSS)	Intervention/Enrichme nt (RTI/MTSS)	Intervention/Enrichment (RTI/MTSS)
2:00–2:40	Specials (Art, Music, PE)	Specials (Art, Music, PE)	Specials (Art, Music, PE)
2:40–3:00	Recess/Movement	Recess/Movement	Recess/Movement
3:00–3:30	Closing Circle/Reflection	Closing Circle/Reflection	Closing Circle/Reflection

Grades 3-5 Sample Daily Schedule

Intermediate students engage in longer instructional blocks, deeper project-based learning, and increased independence.

Time	3rd Grade	4th Grade	5th Grade
8:00–8:20	Arrival & Morning Meeting (SEL focus)	Arrival & Morning Meeting (SEL focus)	Arrival & Morning Meeting (SEL focus)
8:20–9:20	Literacy Block I (reading analysis)	Literacy Block I (close reading/writing)	Literacy Block I (close reading/writing)
9:20–10:00	Writing Workshop & Small Groups	Writing Workshop & Small Groups	Writing Workshop & Small Groups
10:00–10:20	Recess	Recess	Recess
10:20–11:00	Math Concept Development	Math Problem-Solving	Math Application & Problem-Solving
11:00–11:40	Differentiated Small Group Math	Math Small Groups/Data Support	Math Intervention/Accelerati
11:40–12:10	Lunch	Lunch	Lunch
12:10–1:00	Science/Social Studies (PBL/STEM integration)	Science/Social Studies (PBL/STEM integration)	Science/Social Studies (PBL/STEM integration)
1:00–1:40	Agricultural/Experientia l Learning	Agricultural/Experientia l Learning	Agricultural/Experiential Learning
1:40–2:20	Intervention/Enrichmen t (data-driven support)	Intervention/Enrichme nt (data-driven support)	Intervention/Enrichmen t (data-driven support)
2:20–3:00	Specials (Art, Music, PE)	Specials (Art, Music, PE)	Specials (Art, Music, PE)
3:00–3:30	Closing Circle/Reflection	Closing Circle/Reflection	Closing Circle/Reflection

Across both grade bands, the weekly schedule ensures:

- Daily literacy and math blocks aligned to Tennessee academic standards
- Dedicated intervention/enrichment time (RTI/MTSS) for targeted academic support

- Project-Based Learning (PBL) embedded in science and social studies
- Agricultural and experiential learning integrated multiple times per week to support hands-on, real-world application
- Daily social-emotional learning (SEL) through morning meetings and closing circles
- Regular recess and movement blocks to support student wellness and engagement
- Specials rotation (Art, Music, Physical Education) to support whole-child development

This structure directly supports Empowerment Academy's model by combining academic rigor with experiential learning, differentiation, and relationship-based practices. The differentiated schedules for K–2 and 3–5 ensure that instructional time, pacing, and support are developmentally appropriate while maintaining high expectations for all learners.

Anticipated Student Population

6. Describe the anticipated student population, including their anticipated academic and non academic needs. Describe your methodology and identify your sources for determining these projections.

Empowerment Academy Nashville (EAN) is designed to serve elementary-aged male students in grades K–5 residing in Davidson County, with a primary focus on students and families living in communities experiencing persistent academic underperformance, economic disadvantage, and limited access to consistently high-performing educational options. The school's all-boys model is intentional and grounded in both educational research and local community data demonstrating that boys—particularly underprivileged boys in historically underserved communities—often experience disproportionately lower academic outcomes, higher rates of disciplinary exclusion, chronic absenteeism, and reduced access to relationship-centered learning environments that effectively support their academic and social-emotional development. According to Tennessee Department of Education data, economically disadvantaged male students and underrepresented male students within Metro Nashville Public Schools (MNPS) continue to perform below district and state averages in English Language Arts proficiency and are more likely to require academic intervention services by middle school.

Research related to gender-responsive education, student engagement, mentorship-informed school models, and early literacy intervention indicates that structured, relationship-centered learning environments emphasizing active engagement, consistent behavioral expectations, mentorship, and personalized support can significantly improve attendance, academic achievement, behavior, and school connectedness for young males. EAN's educational model is intentionally designed to address these needs through small-group instruction, literacy acceleration, experiential learning opportunities, strong adult mentorship, embedded social-emotional learning supports, and individualized intervention structures aligned to MTSS/RTI² practices.

The anticipated student population is expected to reflect the demographics of the proposed recruitment

communities within Davidson County. Based on analysis of Metro Nashville Public Schools demographic reports, Tennessee Department of Education State Report Card data, and U.S. Census Bureau indicators, EAN anticipates enrolling a student population that is predominantly underprivileged students and highly representative of economically disadvantaged communities within the surrounding service area. The school projects:

- Approximately 75–85% economically disadvantaged students
- Approximately 12–15% students with disabilities
- Approximately 8–12% English Learners
- A student population reflecting significant racial and ethnic diversity consistent with Davidson County communities served by MNPS

Students entering EAN are expected to demonstrate substantial academic needs, particularly in foundational literacy and mathematics. Tennessee Department of Education State Report Card data and Metro Nashville Public Schools academic performance reports indicate that many schools serving the targeted recruitment communities continue to perform below state averages in English Language Arts and Mathematics proficiency. Additionally, chronic absenteeism, interrupted learning experiences, and student mobility patterns within the area contribute to persistent learning gaps and unfinished learning.

As a result, many incoming students are expected to require:

- Intensive foundational literacy instruction, including phonics, fluency, vocabulary, and reading comprehension support;
- Targeted mathematics intervention focused on number sense, conceptual understanding, and problem-solving skills;
- Frequent progress monitoring and data-informed instructional interventions;
- Differentiated instruction and tiered academic supports through MTSS/RTI² structures;
- Embedded language development supports for English Learners; and
- Inclusive and individualized services for students with disabilities aligned to IEPs and Section 504 plans.

In addition to academic needs, EAN anticipates serving students with significant non-academic and wellness-related needs that may directly impact school performance and engagement. Community indicators and district data suggest that many students within the targeted recruitment communities experience challenges associated with poverty, housing instability, inconsistent attendance, community stressors, and limited access to enrichment opportunities. These conditions often affect self-regulation, school connectedness, and long-term academic persistence.

To address these barriers, the school's model includes:

- Explicit social-emotional learning (SEL) instruction;

- Trauma-informed and relationship-centered practices;
- Structured behavioral expectations and restorative supports;
- Mentorship opportunities and positive male role models;
- Family engagement systems designed to strengthen communication and trust; and
- Connections to community-based resources and wraparound supports when appropriate.

The projected student population and identified academic and non-academic needs are grounded in a clear, data-driven methodology utilizing multiple credible and publicly available data sources. These sources include:

- U.S. Census Bureau data to analyze community demographics, poverty rates, household income, and population trends;
- Metro Nashville Public Schools demographic and enrollment reports to identify economically disadvantaged rates, English Learner populations, special education identification rates, and student mobility patterns;
- Tennessee Department of Education State Report Card data to evaluate academic proficiency, student growth, chronic absenteeism, and accountability outcomes; and
- Feeder pattern and school performance analysis within the proposed recruitment communities to assess local enrollment trends and educational opportunity gaps.

By triangulating census data, district demographic information, and school-level academic performance indicators, EAN developed realistic and evidence-based enrollment and student-needs projections that accurately reflect the conditions and priorities of the Davidson County community the school intends to serve.

7. Complete **Table 1** and describe your sources and methodology for determining initial enrollment projections.

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Full Capacity
K	8	8	8	8	8	8	8	8	8	8	8
1	8	8	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	8	8	8	8	8
3	8	8	8	8	8	8	8	8	8	8	8

4	9	9	9	9	9	9	9	9	9	9	9
5	9	9	9	9	9	9	9	9	9	9	9
TOTAL	50	50	50	50	50	50	50	50	50	50	50

The projected enrollment for EAN is based on a comprehensive, data-driven analysis of community need, student population trends, school choice availability, and the operational goals of the proposed educational model within Davidson County. The school will serve grades K–5 with one classroom per two grade levels and intentionally small cohort sizes of approximately 8–9 students per grade, resulting in a total enrollment of 50 students at full capacity. The grade classrooms will be grouped as follows: (1) Kindergarten and First grade; (2) Second grade and Third grade; and (3) Fourth grade and Fifth grade.

This enrollment structure is intentional and directly aligned with the school's relationship-centered, all boys educational model. EAN is designed to provide highly personalized instruction, strong mentorship, individualized behavioral supports, and intensive academic intervention for students who may require additional support to achieve academic success. Maintaining small class sizes allows the school to build

strong student-adult relationships, implement targeted interventions effectively, and create a structured learning environment that supports engagement, accountability, and social-emotional growth.

Enrollment projections were developed using multiple credible and publicly available data sources, including:

- U.S. Census Bureau demographic data;
- Davidson County Schools (HCDE) enrollment and demographic reports;
- Tennessee Department of Education State Report Card data; and
- Feeder school and neighborhood enrollment analysis within the proposed recruitment area

EAN's recruitment area includes communities within Davidson County that demonstrate both sufficient student population density and ongoing academic need. HCDE enrollment reports and Census data indicate that several hundred elementary-aged male students reside within the targeted recruitment communities, including areas experiencing elevated poverty rates, chronic absenteeism, and below-average academic performance outcomes. Schools serving these communities also reflect high percentages of economically disadvantaged students and continued academic proficiency challenges in English Language Arts and Mathematics.

The proposed Year 1 enrollment target of 50 students reflects a conservative and operationally responsible approach to charter school startup and sustainability. Rather than pursuing rapid enrollment growth, Empowerment Academy intentionally selected a small-scale launch model to ensure:

- Strong implementation fidelity during startup years;
- High levels of individualized student support;
- Sustainable staffing and operational costs;
- Effective relationship-building with students and families; and
- Careful monitoring of academic, behavioral, and social-emotional outcomes.

EAN's enrollment methodology is also considered realistic charter school enrollment patterns within Tennessee and Davidson County. Based on comparable school choice participation trends and community population estimates, the school determined that recruiting and sustaining 50 students across grades K–5 is both feasible and aligned with the demand for smaller, highly supportive educational environments.

Enrollment assumptions will continue to be monitored through:

- Community interest and inquiry tracking;
- Enrollment application trends;
- Family outreach participation data; and
- Waitlist development and retention patterns.

In the event enrollment falls below projections, EAN will implement targeted student recruitment efforts, strengthen community outreach partnerships, utilize rolling enrollment procedures when appropriate, and proportionally adjust staffing and expenditures to maintain fiscal stability without compromising program quality.

This intentionally modest enrollment structure reflects both the educational philosophy of the school and a responsible operational strategy designed to ensure long-term sustainability, strong student outcomes, and high-quality implementation within Davidson County.

8. Complete **Table 2** and describe your sources and methodology for determining initial demographic projections. If the sponsor is proposing to operate an Opportunity Public Charter School, detail the anticipated percent of the student population that will be at risk, as defined in T.C.A. § 49-13-104.

Student Population*	**Estimated Percent of Total Enrollment at Capacity**

Economically Disadvantaged	75–85%
Students with Disabilities	12–15%
English Learners	5–10%
At-Risk *(for opportunity public charter schools only)*	*N/A*

EAN's projected demographic profile reflects trends observed within Metro Nashville Public Schools (MNPS), particularly among schools serving communities experiencing elevated rates of economic disadvantage, academic underperformance, chronic absenteeism, and educational inequities. Data from MNPS demographic reports and the Tennessee Department of Education State Report Card indicate that many elementary schools within the proposed recruitment communities serve high percentages of economically disadvantaged students, frequently ranging from approximately 70% to over 85%. Additionally, several schools within the proposed service area continue to demonstrate persistent achievement gaps in English Language Arts and Mathematics proficiency among economically disadvantaged students and male students of color.

U.S. Census Bureau data for portions of the proposed recruitment area further reflects elevated poverty rates, lower median household income levels, housing instability, and community conditions associated with increased educational support needs. Based on these indicators, Empowerment Academy Nashville (EAN) projects that approximately 75–85% of enrolled students will qualify as economically disadvantaged.

The projected percentage of students with disabilities (12–15%) is based on MNPS exceptional education enrollment trends and Tennessee Department of Education subgroup reporting data for elementary schools within the surrounding service area. These projections align closely with district averages and anticipated needs for inclusive instructional supports, intervention services, MTSS/RTI² implementation, and individualized education programming aligned to IEPs and Section 504 plans.

The projected English Learner population (8–12%) was determined using Metro Nashville Public Schools multilingual learner enrollment data and demographic trends observed across schools within the broader Davidson County area. MNPS serves a significant and growing multilingual student population, and the projected range reflects anticipated enrollment patterns within the proposed recruitment communities while remaining aligned to the school's intentionally small enrollment model.

The methodology used to determine these projections included analysis of:

- Metro Nashville Public Schools enrollment and demographic reports;
- Tennessee Department of Education State Report Card subgroup data;
- U.S. Census Bureau community demographic indicators;
- Feeder school and neighborhood enrollment trends within the proposed recruitment area; and
- School-level economic disadvantage, special education, and multilingual learner data from nearby elementary schools

These sources were triangulated to ensure demographic projections reflect both district-wide trends and localized community conditions rather than generalized statewide assumptions. The projections also align with EAN's intentionally small enrollment model of 50 students, allowing the school to provide highly individualized academic, behavioral, and social-emotional supports responsive to the anticipated needs of its student population.

Overall, the demographic projections provide a realistic, evidence-based foundation for staffing, budgeting, intervention planning, special populations programming, and family support systems necessary to successfully serve students within Davidson County.

9. Describe the proposed school's plan to recruit students both before and after the school has opened.

Empowerment Academy's student recruitment plan is designed to ensure equitable access, strong community awareness, and sustainable enrollment growth before and after the school's opening in Davidson County. Recruitment efforts are grounded in a data-driven analysis of community demographics, student population trends, and school choice participation patterns within the proposed recruitment area.

The school's enrollment projections and outreach strategies were informed by multiple credible data sources, including:

- Davidson County enrollment and demographic reports
- Tennessee Department of Education State Report Card data
- U.S. Census Bureau population and poverty indicators
- Feeder school and neighborhood enrollment analysis within the proposed service area

These sources indicate that the proposed recruitment communities include a sufficient population of elementary-aged students and families seeking additional high-quality educational options, particularly those offering personalized instruction, strong student supports, and relationship-centered learning environments. The school's intentionally small enrollment target of 50 students reflects a conservative and sustainable startup model aligned with the school's educational design and operational capacity.

Pre-Opening Student Recruitment Plan

Prior to opening, Empowerment Academy will implement a high-touch, community-centered recruitment strategy focused on building trust, visibility, and authentic relationships with families throughout Davidson County. Recruitment efforts will prioritize direct engagement within communities the school intends to serve.

Pre-opening recruitment strategies will include:

- Community information sessions and enrollment events hosted throughout the recruitment area
- Partnerships with community organizations, faith-based institutions, youth-serving agencies, and neighborhood associations
- Outreach to local childcare centers, pre-kindergarten programs, and elementary feeder communities
- Door-to-door canvassing and family outreach efforts in targeted neighborhoods
- Distribution of multilingual print and digital marketing materials
- Social media outreach and community-based advertising campaigns
- Participation in local community events, school fairs, and family engagement activities
- Accessible enrollment support through both paper and online application options

Recruitment messaging will clearly communicate Empowerment Academy's distinct educational model, including:

- Small class sizes and individualized attention
- Relationship-centered and mentorship-focused instruction
- Strong academic intervention and literacy supports
- Social-emotional learning and whole-child development
- Community-connected and experiential learning opportunities

The school will also ensure equitable access to the enrollment process by providing:

- Translation and interpretation services when needed
- Family assistance with enrollment forms and documentation
- Flexible enrollment support hours, including evenings and weekends
- Mobile-friendly application access

Post-Opening Recruitment and Retention Plan

Following the school's opening, recruitment efforts will transition into a continuous enrollment and

student retention model focused on maintaining full enrollment, strengthening family satisfaction, and building long-term community trust.

Post-opening strategies will include:

- Maintaining and managing an active waitlist
- Ongoing community outreach and visibility efforts
- Family referral initiatives and ambassador opportunities
- School tours, open houses, and student showcase events
- Regular family communication and engagement opportunities
- Attendance and retention monitoring systems
- Continued partnerships with community organizations and local stakeholders

The school recognizes that positive family experiences and strong student outcomes are among the most effective recruitment tools. As a result, Empowerment Academy will prioritize responsive communication, relationship-building, and student support systems designed to strengthen retention and encourage word-of-mouth recruitment within the community.

Monitoring Recruitment Effectiveness

Empowerment Academy will monitor recruitment effectiveness using data-driven metrics to ensure enrollment goals remain achievable and aligned with community demand. Metrics will include:

- Inquiry-to-application conversion rates
- Application completion rates
- Enrollment yield percentages
- Student retention and re-enrollment rates
- Attendance at recruitment and community events
- Demographic alignment between enrollment and community population data
- Waitlist growth and enrollment trends

Recruitment data will be reviewed regularly by school and network leadership to adjust outreach strategies, identify enrollment barriers, and ensure the school remains responsive to family needs and community conditions.

Through a combination of targeted community engagement, accessible enrollment processes, and relationship-driven outreach, Empowerment Academy's recruitment plan is designed to support sustainable enrollment growth while ensuring the school remains deeply connected to the Davidson County community it intends to serve.

10. Describe the proposed school's policy for backfilling open seats, if applicable. If the proposed school does not plan to backfill open seats, explain why not.

EAN plans to backfill open seats in grades where doing so is academically and operationally appropriate in order to maintain equitable access to high-quality educational opportunities for students and families within the Nashville community. EAN's approach to parent and community engagement is grounded in the belief that strong partnerships between families, educators, and the community are essential to student success. This commitment to full, equal, and equitable engagement directly informs the EAN's backfilling process by ensuring that families seeking enrollment after the school year begins are provided meaningful access, clear communication, and individualized transition support.

Backfilling will occur through a structured enrollment process managed by the school's enrollment and leadership team. The school will maintain an active waitlist organized by grade level and enrollment date in accordance with Tennessee charter enrollment requirements. When a vacancy occurs, families on the waitlist will be contacted promptly through multiple communication methods, including phone calls, email, text messaging, and community outreach. Enrollment support will include assistance with application completion, records transfer, language translation services when needed, and flexible meeting opportunities to accommodate family schedules. Prior to enrollment, the school will review academic records, intervention history, and support-service needs to ensure that appropriate instructional, behavioral, and social-emotional supports are prepared before the student begins attendance.

To ensure successful integration into the school community, newly enrolled students and families will participate in a structured onboarding process that includes family orientation, review of school culture and expectations, assessment of academic skill levels, and development of individualized transition supports when necessary. Teachers and support staff will use diagnostic and formative assessments to identify learning gaps and provide targeted intervention through small-group instruction, tutoring supports, and differentiated learning plans. Because EAN operates with small class sizes and a relationship-centered instructional model, EAN is positioned to effectively support students entering throughout the year without compromising instructional quality or school culture. This process ensures that backfilling practices remain aligned with the school's mission, academic model, operational capacity, and commitment to equitable family engagement.

Family and Community Engagement and Support

11. Explain how the sponsor has engaged with families and the community about the proposed school. Describe what the sponsor has learned through community engagement activities and how that engagement has informed the application and school design.

Empowerment Academy has engaged families, community members, educators, faith-based organizations, and local partners throughout the planning and development process to ensure the proposed school reflects the identified needs and priorities of the Nashville community. In June and July 2025, the Academy

hosted a two-session summer camp and community engagement initiative designed to strengthen relationships with families while gathering direct feedback regarding academic programming, enrichment opportunities, student support needs, and school culture priorities. These sessions included participation from parents, students, community volunteers, educators, and local partners and served as both an outreach effort and an opportunity to inform the school's design.

During these engagement activities, families and stakeholders consistently identified the need for:
- smaller and more relationship-centered learning environments
- increased hands-on and experiential learning opportunities
- stronger communication between schools and families
- expanded mentorship and enrichment programming for boys
- greater community involvement within schools
- increased social-emotional and behavioral supports for students
- learning experiences connected to real-world application and career exposure.

Families also expressed concern regarding limited individualized attention in traditional school settings and emphasized the importance of safe, engaging, and culturally responsive learning environments where students feel known, supported, and valued.

This feedback directly informed multiple components of the Empowerment Academy school model and application. As a result of stakeholder input, the school intentionally designed:
- small class sizes to support individualized instruction and relationship-building
- a hands-on instructional model integrating agriculture, STEM, project-based learning, and experiential education
- a four-way partnership model connecting school, student, family, and community stakeholders
- integrated social-emotional learning and trauma-informed practices
- expanded family engagement structures, including flexible meeting times, volunteer opportunities, and ongoing feedback systems
- enrichment programming designed specifically to increase engagement and leadership opportunities for male scholars.

One direct outcome of the engagement process was a partnership with a local community farmer who collaborated with students during the summer program to teach agricultural skills, including planting and growing beans. Families participated by providing input, observing activities, and engaging with the community partner throughout the experience. All participating students actively engaged in the project, reinforcing the value of hands-on, community-connected learning experiences. This experience demonstrated strong stakeholder interest in experiential education and influenced the school's decision to embed agricultural learning and outdoor education into the academic model.

In addition to direct family engagement activities, Empowerment Academy has established relationships with community-based organizations and local partners that will support student recruitment, enrichment,

mentorship, and family outreach efforts. Community recruitment and engagement partners include organizations such as the YMCA, Boys & Girls Club, Big Brothers Big Sisters, local churches, neighborhood associations, and alumni associations. These partnerships will support Year 1 enrollment goals through community-based recruitment events, family resource outreach, mentorship opportunities, and referral networks within the targeted Nashville service area.

To ensure engagement remains ongoing and systematic, Empowerment Academy will continue implementing quarterly family design sessions, community partnership meetings, enrollment outreach events, surveys, and feedback forums. The school will also maintain multiple communication channels—including phone outreach, text messaging platforms, digital communication systems, multilingual materials, and in-person meetings—to ensure accessible participation for all families. Through these intentional engagement structures, Empowerment Academy demonstrates that community voice has meaningfully shaped the proposed school model and will continue to inform school operations, programming, and continuous improvement efforts.

12. Provide, as **Attachment 1**, evidence of community engagement and support for the school. Complete **Table 3**, adding rows as needed, to identify and describe each item submitted as part of the attachment. Sponsors have discretion over what types of community engagement activities

    they undertake and the supporting documents they submit; however, each piece of evidence should demonstrate authentic engagement with and investment in the community. For example, evidence could include letters of support from confirmed or potential partner organizations or photos and sign-in sheets from community meetings.

Briefly describe each piece of evidence included as part of Attachment 1.	**Explain how and why the submitted item is evidence of the sponsor's engagement with the community and the community's support for the school.**
Summer 2025 Community Engagement Camps (June–July sessions)	The Academy hosted two structured summer camp sessions that engaged families, students, and community members in hands-on learning experiences and feedback sessions. These camps served as both an instructional pilot and a community engagement strategy, allowing stakeholders to directly experience

	and shape the school's model. The 100% student participation in agricultural activities and active family involvement demonstrate strong engagement and early community buy-in.
Family and Community Feedback from Program Design Sessions	During the summer sessions, families and community members provided structured input on enrichment programming, including agricultural learning, hands-on activities, and student support. This feedback directly informed the school's instructional model, particularly the integration of experiential learning and community-based instruction, demonstrating that the model is co-designed with stakeholders rather than developed in isolation**.**
Partnership with Local Community Farmer	The Academy established a partnership with a local farmer who co-designed and facilitated an agricultural learning experience for students. This partnership is evidence of authentic community collaboration, where external partners contribute expertise to instruction. It also reflects community investment in the school's success and validates the demand for hands-on, real-world learning opportunities. Parent Engagement Events (Ice Cream Socials, Field Trip Volunteering, PTA Development)
Four-Way Partnership Model (School–Student–Family–Community Framework)	The Academy formalized engagement through a structured four-way partnership model that ensures all stakeholders are involved in planning, decision-making, and implementation. This model moves beyond traditional engagement by embedding families and community members into the instructional design process, ensuring programming is culturally relevant and

	responsive to student needs.
Ongoing Engagement Structures (Quarterly Design Sessions, Monthly Partner Meetings, Biweekly Communication)	The Academy has established clear, recurring systems for continued engagement, including quarterly family design sessions and monthly community partner meetings. These structures ensure that engagement is not one-time but sustained and actionable. Continuous feedback loops allow families and partners to influence programming in real time, demonstrating authentic collaboration and long-term commitment.
Expansion Plan for Community-Based Programming (STEAM, Agriculture, Trades, and Enrichment)	Based on community input, the Academy plans to expand partnerships to include additional areas such as STEAM, carpentry, culinary arts, and entrepreneurship. This demonstrates responsiveness to stakeholder voice and a commitment to aligning the instructional model with community priorities, further reinforcing community support and relevance.

13. Describe how the school will continue to engage parents and community members once it is open.

Once Empowerment Academy opens, the school will implement a structured and ongoing parent and community engagement plan designed to build strong partnerships between families, educators, students, and community stakeholders. Responsibility for coordinating engagement efforts will be shared among the School Director, Family and Community Engagement Coordinator, teachers, and school leadership team to ensure communication and outreach remain consistent and responsive to family needs. The school will maintain regular two-way communication through weekly newsletters, phone calls, text-message platforms, emails, classroom communication tools, and the school website. Families will also have opportunities to provide ongoing input through quarterly surveys, listening sessions, community forums, and regular parent-teacher conferences focused on student progress and support strategies.

The Director of Children and Families will establish and implement formal structures for family

involvement in school decision-making, including a Parent Advisory Council and school committees focused on school culture, enrichment programming, and family engagement initiatives. The school will also provide volunteer opportunities for parents and community members through classroom support, mentorship programs, agricultural learning projects, school events, literacy activities, and fundraising initiatives. Partnerships with community-based organizations, local leaders, and faith-based organizations will continue to support recruitment, mentoring, wraparound services, and experiential learning opportunities aligned to the school's mission and instructional model.

To ensure equitable participation, Empowerment Academy will provide flexible meeting times, multilingual communication, translated materials, interpreter services, and both virtual and in-person engagement opportunities. The school will host recurring events throughout the year, including Family Literacy Nights, STEM and Agricultural Showcases, cultural celebrations, parent workshops, and community resource events designed to strengthen home-to-school connections and build family capacity to support student learning. Through these intentional systems and clearly defined leadership responsibilities, Empowerment Academy demonstrates a sustained commitment to meaningful family and community engagement that directly supports student success and continuous school improvement.

Timeline	Engagement Activity	Purpose	Responsible Parties
July (Pre-Opening)	Family Orientation & Home Visits	Introduce families to school expectations, culture, schedules, attendance expectations, and supports prior to opening	School Director, Teachers, Director of Family & Community Engagement

July-August	Community Welcome Events	Build relationships with neighborhood organizations, churches, and local stakeholders while increasing visibility and trust	Network Leadership & Community Engagement Team
August	Parent University Launch	Provide training on literacy support, school communication systems, attendance expectations, and student success strategies	Director of Family & Community Engagement
Weekly	Family Communication Updates	Maintain two-way communication through newsletters, text alerts, phone calls, and classroom updates	Teachers & School Leadership
Weekly	Attendance Monitoring & Outreach	Conduct proactive family outreach for attendance concerns and provide intervention supports	Counselor/Attendance Coordinator
Monthly	Family Leadership Meetings	Gather family feedback, discuss school improvement priorities, and strengthen shared decision-making	School Director & Parent Representatives
Monthly	Community Partnership Meetings	Coordinate supports with mentoring organizations, local businesses, nonprofits, and	Director of Family & Community Engagement

		higher education partners	
Monthly	Student Showcases & Leadership Events	Provide opportunities for scholars to demonstrate academic growth, leadership skills, and project-based learning outcomes	Teachers & Students
Quarterly	Parent-Teacher Conferences	Review academic progress, intervention plans, attendance, and behavioral goals with families	Teachers & Families
Quarterly	Family Workshops	Offer workshops focused on literacy, SEL, behavior supports, technology access, financial literacy, and parenting resources	School Staff & Community Partners
Quarterly	Community Service Projects	Engage students and families in neighborhood improvement and service-learning opportunities aligned to leadership development	Teachers & Community Organizations
Fall & Spring	School Climate & Family Feedback Surveys	Collect stakeholder input to guide continuous improvement and measure family satisfaction	School Leadership Team

January	Mid-Year Family Progress Meetings	Review academic data, intervention progress, and attendance goals with families	Teachers & Intervention Staff
Spring	Community Advisory Forum	Share school progress, gather community recommendations, and strengthen transparency	Governing Board & School Leadership
May	Annual Family Celebration & Recognition Program	Celebrate scholar achievement, leadership growth, attendance, and family engagement contributions	Entire School Community

The school will monitor the effectiveness of family and community engagement efforts using measurable indicators including:

- Parent participation rates at events and conferences
- Student attendance and chronic absenteeism trends
- Family satisfaction survey results
- Volunteer participation and community partnership growth
- Enrollment retention and waitlist development
- Frequency and responsiveness of family communication systems

These measures will be reviewed regularly by school leadership and the governing board to ensure engagement efforts remain meaningful, culturally responsive, and aligned with the school's mission to support young boys academically, socially, and emotionally.

School Culture and Discipline

14. Describe the culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission and goals.

Empowerment Academy will cultivate a student-centered, academically rigorous, and relationship-driven school culture grounded in its mission to expand equitable access to high-quality, innovative education for students from historically underserved communities. The school's culture is intentionally designed to develop students' intellectual capacity, character, and agency while fostering responsibility, integrity, respect, and leadership. Through high expectations, strong relationships, and culturally responsive practices, Empowerment Academy will create a safe, inclusive, and affirming learning environment where all scholars are empowered to meet and exceed Tennessee academic standards and develop the confidence to thrive in college, career, and life.

The school's culture and ethos are directly aligned to its academic model, vision, and mission-aligned goals. Empowerment Academy will implement personalized learning, rigorous standards-based instruction, and experiential, community-connected learning opportunities that reinforce student engagement and ownership of learning. Students will participate in hands-on academic experiences such as agricultural learning, STEAM activities, literacy-based projects, and community partnerships that connect classroom learning to real-world application. The Academy's small-school structure and relationship-based approach will support individualized attention, strong student-teacher relationships, and consistent behavioral and academic expectations across all grade levels. In addition, trauma-informed practices, social-emotional learning, restorative approaches to discipline, and positive behavior systems will be embedded throughout the school day to support both academic achievement and student well-being.

To reinforce a positive academic environment, Empowerment Academy will establish clear systems, routines, and structures that promote consistency, accountability, and collaboration among students, staff, and families. Schoolwide expectations centered on respect, responsibility, leadership, and perseverance will be explicitly taught and reinforced through daily practices, classroom culture, leadership opportunities, and recognition systems. Teachers and instructional leaders will use ongoing academic and behavioral data to provide targeted interventions and supports aligned to individual student needs. Families and community partners will serve as active contributors to the school culture through volunteer opportunities, advisory participation, student exhibitions, family engagement events, and experiential learning partnerships. Collectively, these structures will ensure that the school culture consistently supports the Academy's mission of preparing scholars to become ethical leaders, independent thinkers, and engaged contributors within their communities.

15. Explain how this culture will be established for students, teachers, administrators, and parents from the first day of school, how it will be reinforced throughout the school year, and the plan for integrating students who enroll midyear.

Empowerment Academy East will establish its school culture through intentional, visible leadership

beginning on Day One and reinforced through consistent, relationship-centered practices throughout the school year. School leaders, teachers, and staff will create a welcoming environment by greeting students and families daily, maintaining a visible presence throughout the building, and prioritizing relationship-building before academic instruction. Beginning-of-year orientation activities, classroom community circles, icebreakers, and collaborative norm-setting discussions will help students and staff develop a shared understanding of respect, responsibility, integrity, leadership, and perseverance. Inclusive visual displays, culturally responsive classrooms, and schoolwide expectations aligned to the Academy's mission will reinforce a sense of belonging, safety, and high expectations for all students, families, teachers, and administrators from the first day of school.

Throughout the year, Empowerment Academy will sustain and strengthen its culture through predictable routines, restorative practices, consistent communication, and shared leadership opportunities. Daily morning meetings, schoolwide assemblies, recognition programs, and experiential learning opportunities will reinforce both academic growth and character development. Teachers and administrators will participate in ongoing professional learning communities (PLCs), instructional coaching, and regular feedback cycles to ensure consistency in expectations and culture implementation. Students and families will have ongoing opportunities to provide input through surveys, advisory groups, conferences, volunteer opportunities, and community events, ensuring strong two-way communication and meaningful engagement. Students who enroll midyear will participate in a structured onboarding process that includes orientation meetings, peer ambassadors, family conferences, academic assessments, and individualized transition supports to ensure they quickly feel connected, supported, and fully integrated into the school community and culture.

16. Describe any goals related to student attendance and describe the structures the school will put in place, including collaboration with families and the community, to support student attendance and address chronic absenteeism.

EA recognizes that strong student attendance is essential to academic success, student well-being, and long-term achievement. The school's attendance goal is to maintain an average daily attendance rate of at least 95% annually while reducing chronic absenteeism each year through proactive intervention, relationship-building, and family collaboration. The Academy will implement a data-driven, multi-tiered attendance support system that prioritizes engagement, early intervention, and barrier removal rather than punitive approaches. Attendance data will be monitored daily and reviewed weekly by school leadership to identify patterns, trends, and students at risk of chronic absenteeism, particularly during the first month of school when attendance habits are established. Students demonstrating early attendance concerns will receive tiered support, including family outreach, attendance improvement plans, mentoring, and individualized interventions.

Empowerment Academy's attendance structures are rooted in strong relationships and meaningful family partnerships. Every student will be connected to trusted adults within the school community through

mentoring relationships, classroom community-building practices, and regular teacher-family communication. Staff members will prioritize welcoming routines such as greeting students daily by name, conducting relationship-centered conferences, and maintaining consistent communication with families through phone calls, text messages, newsletters, and digital platforms. The Academy will also collaborate with families and community partners to identify and address barriers impacting attendance, including transportation challenges, health concerns, housing instability, and social-emotional needs. When appropriate, the school will utilize home visits, counseling referrals, wraparound services, and re-entry support meetings to help students successfully transition back after extended absences.

To reinforce positive attendance habits, EA will celebrate student growth and consistent engagement through schoolwide recognition systems, classroom incentives, attendance celebrations, and student leadership opportunities. Rather than focusing solely on perfect attendance, the school will recognize improvement, persistence, and positive attendance growth to encourage continued progress for all students. High-engagement activities such as experiential learning projects, field experiences, agricultural learning, family events, and enrichment opportunities will further strengthen students' connection to school and increase daily engagement. Through consistent communication, early intervention, strong relationships, and coordinated family and community support systems, Empowerment Academy will foster a positive school culture that promotes regular attendance, reduces chronic absenteeism, and supports long-term student success.

17. Describe the proposed school's discipline approach. Discuss how this approach aligns with the school's mission and state law and will meet the needs of the anticipated student population.

EA will implement a restorative, trauma-informed, and relationship-centered discipline approach designed to create a safe, supportive, and academically focused learning environment for all students. The school's discipline philosophy aligns directly with its mission to develop students' intellectual capacity, character, and agency by emphasizing accountability, responsibility, integrity, respect, and problem-solving rather than punitive exclusionary practices. The Academy will utilize a Multi-Tiered System of Supports (MTSS) integrated with Positive Behavioral Interventions and Supports (PBIS) to establish clear behavioral expectations, reinforce positive behavior, and provide increasingly targeted interventions based on student need. Schoolwide expectations and routines will be explicitly taught, modeled, and consistently reinforced through classroom practices, restorative conversations, social-emotional learning, and recognition systems that celebrate positive behavior, leadership, growth, and community contribution.

Empowerment Academy recognizes that many behavioral challenges are connected to unmet social-emotional, environmental, or academic needs. As a result, the school will prioritize early intervention, wraparound support, and collaborative problem-solving to address root causes before behaviors escalate. Students demonstrating repeated behavioral concerns will receive individualized interventions through multidisciplinary care teams that may include teachers, administrators, counselors, families, and community partners. These teams will review behavioral and attendance data, identify

barriers impacting student success, and develop strengths-based support plans tailored to the student's academic, social-emotional, and family needs. Support may include counseling referrals, mentoring, restorative circles, behavior coaching, family conferences, check-in/check-out systems, and connections to community resources. When disciplinary incidents occur, restorative re-entry meetings will be conducted to rebuild relationships, reinforce accountability, and ensure students successfully transition back into the learning environment with appropriate support structures in place.

The discipline approach is intentionally designed to meet the needs of Empowerment Academy's anticipated student population, including students from historically underserved communities, students with disabilities, English Learners, and students impacted by trauma, economic instability, or chronic stress. Staff members will receive ongoing professional development in culturally responsive teaching, restorative practices, de-escalation strategies, implicit bias awareness, and trauma-informed care to ensure discipline practices are equitable, supportive, and developmentally appropriate. The Academy will maintain full compliance with Tennessee state law and all federal discipline requirements related to due process, special education protections, and student rights. By integrating strong relationships, restorative practices, family collaboration, and wraparound support into its discipline system, EA will foster a positive school culture that minimizes exclusionary discipline, increases student engagement, and promotes long-term academic and behavioral success.

Curriculum and Instruction

18. Provide an overview of the academic plan and program of the proposed school, including any non-negotiables of the school model (e.g., advisory model, instructional methods, length of school day). Explain how this plan supports the school's mission, anticipated student population, and planned outcomes.

Empowerment Academy's academic plan is built on a structured, student-centered model that combines rigorous, standards-aligned instruction with personalized learning and real-world application. Non-negotiables of the model include small class sizes (8-9 students), a longer, intentionally structured school day, daily literacy (Core Knowledge Language Arts (CKLA))

and math (Eureka Math) blocks grounded in explicit instruction , and integrated enrichment (STEM, financial literacy ($martPath and Banzai), and agricultural education). Instruction consistently follows a gradual release model (I do, we do, you do), supported by small-group intervention and data-driven differentiation through MTSS. This plan directly supports the school's mission by developing students' intellectual capacity, character, and agency while addressing the needs of historically underserved students who may enter below grade level. By prioritizing foundational skill mastery, student engagement, and experiential learning, the model is designed to ensure strong academic outcomes, including grade-level proficiency, measurable growth, and long-term college and career readiness.

19. Describe the basic learning environment for a typical student (e.g., classroom-based, independent study), including class size and structure. Explain how this plan supports the school's mission,

anticipated student population, and planned outcomes.

The Empowerment Academy will provide a structured, classroom-based learning environment with clearly defined instructional groupings that align to its academic model and enrollment projections. Each grade level (K–5) will enroll 25 students per cohort, with students remaining in a homeroom for core instruction while also participating in flexible, data-driven small groups throughout the day. Instructional groupings will include: (1) whole-group explicit instruction for standards-based content delivery, (2) small-group targeted instruction for intervention or enrichment, and (3) collaborative learning structures to build communication and problem-solving skills. This model ensures alignment between projected enrollment and instructional delivery while maintaining manageable group sizes through strategic scheduling and the use of intervention staff.

A typical student day includes a balance of teacher-led literacy and math blocks, guided practice, intervention time, enrichment (STEM and agricultural learning), and independent work, ensuring both structure and engagement. Differentiation is embedded through a Multi-Tiered System of Supports (MTSS), where students are regrouped based on formative and benchmark data. Research supports this approach, showing that targeted small-group instruction and data-driven differentiation significantly improve outcomes for students performing below grade level. This environment is intentionally designed to support the school's anticipated population—primarily economically disadvantaged students—by providing consistent routines, individualized support, and high levels of academic engagement.

20. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems general education teachers will have for providing differentiated instruction to meet the needs of all students.

Empowerment Academy will implement a set of research-based instructional strategies proven to accelerate learning for historically underserved students, particularly in literacy and mathematics. Core strategies include explicit direct instruction, which has been shown through meta-analyses (e.g., John Hattie) to produce strong effect sizes on student achievement, particularly for students who enter below grade level. This is paired with systematic guided practice, frequent checks for understanding, and immediate feedback, ensuring mastery of foundational skills.

Instruction is further strengthened through culturally responsive teaching practices (aligned to research by Gloria Ladson-Billings), which increase engagement and relevance for students of color, and structured collaborative learning, which supports language development and critical thinking. For the school's all-boys population, instruction incorporates movement-based learning, structured competition, and hands-on problem-solving, which research shows can increase engagement and focus among male learners in elementary settings.

Differentiation is delivered through a clearly defined MTSS framework:

- Tier 1: Standards-aligned core instruction with embedded supports (sentence frames, modeling, scaffolds)
- Tier 2: Targeted small-group intervention during scheduled intervention blocks
- Tier 3: Intensive, individualized support plans informed by progress monitoring

This layered approach ensures that all students—including English Learners and students with disabilities—receive appropriate, timely support while remaining engaged in grade-level content.

21. Identify the curriculum the school will offer in alignment with T.C.A. § 49-6-2206 and explain the process for selecting these materials, including a description of why these materials are appropriate for the anticipated student population. If the sponsor plans to apply for a waiver to use textbooks and materials that have not been approved by the State Board, identify the high-quality instructional materials the sponsor plans to use and describe the research demonstrating that they will meet the academic needs of students. *Note that all anticipated waiver requests should be included in the Waivers section of this application.*

Empowerment Academy will implement high-quality, standards-aligned instructional materials that meet the requirements of T.C.A. § 49-6-2206 and are supported by strong evidence for improving outcomes among underserved students. Core curriculum selections include:

- Literacy: Core Knowledge Language Arts (CKLA)
- Mathematics: Eureka Math
- Science: Amplify Science
- Agriculture-National Agriculture in the Classroom

These materials were selected through a review process aligned to Tennessee Department of Education guidance, EdReports ratings, and evidence of effectiveness in high-poverty school settings. CKLA, in particular, has demonstrated strong results in building background knowledge and improving early literacy outcomes, which is critical given the anticipated population's below-grade-level entry in reading.

To support the school's experiential and agricultural learning model, the core curriculum is supplemented with project-based units and applied learning experiences, including school-based gardening, sustainability projects, and STEM integration. These experiences are not separate programs, but are intentionally embedded into science and interdisciplinary instruction to reinforce academic standards through real-world application.

This combination of structured, knowledge-rich curriculum and hands-on learning ensures that students receive both rigorous academic instruction and meaningful opportunities that are age appropriate to apply their learning—directly supporting the school's mission to develop intellectual capacity, character, and agency.

22. For schools that will serve any of grades K-5, explain how the proposed school will incorporate foundational literacy instruction in accordance with T.C.A. § 49-1-905. *If the proposed school will not serve any of grades K-5, indicate N/A.*

Empowerment Academy will implement foundational literacy instruction in full alignment with T.C.A. § 49-1-905 and the Tennessee Foundational Literacy Skills Plan. The school will utilize Core Knowledge Language Arts (CKLA) with fidelity, ensuring daily, systematic instruction in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Instruction will include:

- Dedicated daily phonics blocks using explicit, systematic instruction
- Knowledge-building read-alouds and text-based discussions to strengthen comprehension
- Integrated reading and writing instruction to reinforce literacy skills across content areas
- Frequent progress monitoring (e.g., universal screeners, benchmark assessments, and ongoing formative checks) to identify and address gaps early

Teachers will receive ongoing professional development and coaching aligned to the state literacy plan to ensure high-quality implementation. Students identified as at risk in reading will receive additional intervention through MTSS structures, including small-group instruction and targeted skill development.

This comprehensive approach ensures that all students—particularly those entering below grade level—develop strong reading proficiency by the end of third grade, directly supporting long-term academic success and alignment with state expectations.

23. For schools that will serve any of grades 9-12, describe the proposed school's plans for ensuring students have opportunities to meet college and career readiness indicators (e.g., early post secondary opportunities, work-based learning, ACT, advanced coursework, dual enrollment). *If the proposed school will not serve any of grades 9-12, indicate N/A.*

    N/A – Empowerment Academy will serve students in grades K–5 only.

Special Populations

24. Describe the proposed school's plans to ensure adequate numbers of appropriately certified staff to support the anticipated population of students with disabilities, English Learner students, and gifted students (e.g., contract with a vendor, hire staff member(s) internally).

Empowerment Academy will ensure adequate, appropriately certified staffing to support students with disabilities, English Learners (ELs), and gifted students through a combination of direct hires and strategic

partnerships. In Year 1, the school will employ at minimum: one licensed Special Education teacher (with additional staffing added based on service hours/minutes required), one ESL-certified teacher or coordinator, and access to related service providers (e.g., speech-language pathologists, occupational therapists, and school psychologists) through contracted service providers. Gifted students will be supported through differentiated instruction within the general education classroom, with consultation from a certified gifted specialist as needed.

Staffing levels will be reviewed annually based on enrollment and student needs to ensure compliance with IDEA, Title III, and Tennessee requirements. The school's small size (50 students) allows for flexible staffing models, including push-in and co-teaching approaches, ensuring students receive services within the general education setting whenever appropriate. Professional development will be provided to all staff on inclusive practices, language acquisition, and differentiation strategies to ensure that all teachers—not just specialists—are equipped to support diverse learners.

25. Explain how the school will identify and meet the learning needs of students with disabilities, including students with higher needs, in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
    - Methods for identifying students with special education needs (and avoiding misidentification);
    - Specific instructional programs, practices, strategies, curriculum, and materials the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; abide by required minutes; and ensure academic success for students with special education needs; and
    - Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP) or 504 Plan.

Empowerment Academy will implement a comprehensive, legally compliant system to identify and support students with disabilities in the least restrictive environment (LRE). Students will be identified through multiple measures, including RTI² data, teacher referrals, parent requests, and universal screeners, ensuring that identification is data-driven and avoids over- or misidentification—particularly for boys of color. Evaluations will follow Tennessee guidelines and include multidisciplinary input.

The school will provide a full continuum of services, including inclusion (push-in support), small-group pull-out intervention, and individualized supports aligned with IEPs. Instruction will be grounded in evidence-based practices such as explicit instruction, scaffolded learning, and multisensory strategies, ensuring access to the general education curriculum. Students will receive required service minutes as outlined in their IEPs, and co-teaching models will be used whenever possible to maintain inclusion. Progress will be monitored through IEP goal tracking, benchmark assessments (e.g., MAP), classroom data, and quarterly reviews. A multidisciplinary team—including teachers, specialists, administrators, and families—will meet regularly to evaluate progress and adjust supports, ensuring students with mild,

moderate, and severe needs make measurable academic and functional gains.

26. Explain how the school will meet the needs of English Learner (EL) students, including the following:

- Methods for identifying EL students (and avoiding misidentification);
- Specific instructional programs, practices, strategies, curriculum, and materials the school will employ to ensure academic success and equitable access to the core academic program for these students; and
- Plans for monitoring and evaluating the progress and success of EL students to ensure the attainment of each student's goals as set forth in the Individualized Learning Plan (ILP), including exiting students from EL services.

Empowerment Academy will identify English Learners using a Home Language Survey upon enrollment, followed by screening with the WIDA Screener, in compliance with state and federal requirements. This process ensures accurate identification and prevents misclassification. Students who qualify will receive an Individualized Learning Plan (ILP) outlining language development goals and supports.

Instructional supports for EL students will include a structured English Language Development (ELD) program aligned with WIDA standards, integrated within the core instructional model. Strategies will include explicit vocabulary instruction, sentence frames, structured academic talk, visual supports, and scaffolded reading and writing tasks across all content areas. EL students will receive targeted small-group instruction in addition to core classroom supports, ensuring both language acquisition and content mastery. Progress will be monitored through WIDA ACCESS assessments, classroom-based assessments, and benchmark tools such as MAP. EL status and progress will be reviewed regularly, with clear criteria for existing services based on proficiency benchmarks, ensuring students transition successfully to full participation in the general education program.

Student Assessment and Evaluation

Pursuant to T.C.A. § 49-13-111, public charter schools must administer state-mandated assessments (e.g., TCAP, TCAP End-of-Course Assessments, ACT, ELPA21). Pursuant to T.C.A. § 49-1-905, public charter schools must administer an approved universal reading screener to all students in grades K-3 during three administration windows each school year.

27. In addition to all mandatory state assessments, identify other formative and/or summative assessments the school will use to assess student learning needs and progress throughout the year and describe the frequency with which those assessments will be administered. Explain how those assessments are aligned with Tennessee Academic Standards and the proposed school's

curriculum and instructional model.

In addition to state-mandated assessments (e.g., TCAP, ELPA21, and K–3 universal reading screeners), Empowerment Academy will implement a comprehensive assessment system that includes both formative and summative measures aligned with Tennessee Academic Standards and the school's curriculum. Key assessments include:

- **NWEA MAP Growth (K–5)** administered three times per year (fall, winter, spring) to measure student growth in reading and math and inform instructional grouping.
- **CKLA unit and skills assessments (K–5 literacy)** administered regularly to monitor mastery of foundational literacy skills aligned with the Tennessee Foundational Literacy Skills Plan.
- **Eureka Math module assessments** administered at the end of each instructional unit to assess conceptual understanding and procedural fluency.
- **SAT10 (annual)** as a norm-referenced measure to compare student performance nationally and identify broader trends.
- **Ongoing formative assessments** (exit tickets, quizzes, aimswebPlus- diagnostic testing, writing samples) administered daily/weekly to guide real-time instructional adjustments.

These assessments are tightly aligned to the school's instructional model and curriculum, ensuring coherence between what is taught and what is measured. Data from these tools will be used to drive instructional decisions, inform RTI² interventions, and monitor progress toward academic goals, particularly for historically underserved student groups.

28. Describe how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Empowerment Academy will implement a structured, transparent data system to collect, analyze, and act on student achievement data in real time. The school will utilize a Student Information System such as PowerSchool or Infinite Campus to track attendance, grades, and demographic data, and an assessment platform such as Illuminate Education to house and analyze benchmark, formative, and summative assessment results. These systems will allow for disaggregation by subgroups (e.g., students with disabilities, English Learners, economically disadvantaged students) to ensure equity-focused decision-making.

Data analysis will occur through a defined cycle: teachers will engage in weekly data-driven instruction meetings within Professional Learning Communities (PLCs) to review formative data, adjust instructional groupings, and plan targeted interventions. School leaders will facilitate biweekly instructional data reviews and quarterly data summits to monitor progress toward schoolwide goals (e.g., proficiency and growth targets). Instructional adjustments will include reteaching standards, flexible regrouping, and targeted intervention aligned to identified skill gaps.

To ensure transparency and stakeholder engagement, student progress will be communicated regularly to families through parent portals, progress reports, quarterly report cards, and family data nights. Teachers will review individual student data during conferences, while the school will share aggregate performance data through quarterly board reports and an annual public report. This system ensures that data is not only collected, but actively used to improve instruction, inform decision-making, and maintain accountability to students, families, and the broader community.

29. Outline the school's strategies to identify and address academic underperformance, including plans for Response to Instruction and Intervention (RTI2) that align with Tennessee guidelines pursuant to State Board Rule 0520-01-03-.03.

Empowerment Academy will implement a comprehensive Response to Instruction and Intervention (RTI²) framework aligned with Tennessee State Board Rule 0520-01-03-.03 to proactively identify and address academic underperformance. All students will receive high-quality, standards-aligned Tier I instruction, supported by universal screening (including K–3 reading screeners and MAP assessments) administered three times per year. Screening data will be used to identify students at risk for academic difficulties early in the school year, particularly within the first 30 days, enabling immediate intervention.

Students identified as needing additional support will receive Tier II interventions, consisting of targeted small-group instruction (3–5 students) focused on specific skill deficits in literacy or math. These interventions will occur at least 3–5 times per week during designated intervention blocks and will use evidence-based programs aligned to core instruction. Students demonstrating significant or persistent academic challenges will receive Tier III interventions, which include more intensive, individualized support, increased instructional time, and frequent progress monitoring (weekly). Intervention plans will be documented and reviewed regularly by a multidisciplinary team.

The RTI² framework will be supported by ongoing progress monitoring, with data reviewed every 4–6 weeks to determine whether students are responding to interventions. Students who do not demonstrate adequate progress may be referred for further evaluation, ensuring compliance with child find requirements while preventing premature or inappropriate special education identification. Families will be actively engaged throughout the RTI² process through regular communication, progress updates, and participation in intervention planning meetings. This structured, data-driven approach ensures that academic needs are addressed early, systematically, and equitably, supporting all students in meeting grade-level expectations.

Educational Program Capacity

30. Complete **Table 4**, adding rows as needed, to identify all individuals who are part of the proposed school. The table should include all school-based staff, board members, and all members of the applicant team identified on the Cover Sheet of this application. For members of the applicant

team, please indicate whether those individuals plan to continue with the school if authorized and if so, what their role will be.

Additionally, for each individual who will be part of the proposed school, if authorized, include:

- **Attachment 2:** Resumes for each school-based staff member
- **Attachment 3:** Resumes/biographies for each board member

Name	City and State of Residence	Current Title and Employer	Area(s) of Expertise	Part of the Applicant Team? (Y/N)	Position in Proposed School (e.g., board chair, school leader)
Natisha Brooks	Nashville, TN	Board President Empowerment Academy -Nashville, TN	School Development and Curriculum	Y	Board President
Angellette Warfield	Nashville, TN	State of Tennessee, Investigator Employment & Training Coordinator and Interviewer	School Leadership, Culture, Supervision, Operations, Diverse Learners	N	School Director
Willie Swift	Memphis, TN	Journey Community Schools	School leadership, /Curriculum Instruction and Design, Diverse Learners, Operations	Y	Head of Schools
Miles Brooks	Nashville, TN	Lead Attorney BlueCross BlueShield of	Management and Strategy	Y	Chief Executive Officer

		Chattanooga, TN			Attorney and Application Analysis
LaVeeshia Pryor, MBA	Lexington, KY	Program Manager Fayette County Public Schools-Lexington, KY	School Leadership/Curriculum and Instruction	Y	Chief Financial Officer
Beryl Basden	Nashville, TN	Exceptional Education Teacher and English II Co-Teacher-Antioch High School Antioch, TN	Teaching and Learning	N	Director of Children and Families
Angela Brown	Lexington, KY	CEO-Robers Grant Writing and Consulting-Paris, KY	Grants and Compliance	Y	Grants and Compliance
Meka Sylvester	Louisville, KY	Social Service Clinician Kentucky Department of Corrections-LaGrange, KY	Program Management and Administration	N	Board Secretary
Marcellus Noris	Nashville, TN	Executive Director of Church Growth & Development | African Methodist Episcopal Church	Executive, and Organizational leadership	N	Board Vice President

Destiné Lacen	Nashville, TN	STEM Preparatory Academy, Instructional Support Specialist	Program Manager and strategic communications leader, Curriculum Writer, Operational Planning	Y	Board Treasurer

31. If the sponsor has identified a proposed principal/head of school candidate, explain why this individual is well-qualified to lead the proposed school in achieving its mission, including:
    - A summary of the proposed leader's academic and organizational leadership record as it relates to the role and expectations at the proposed school
    - Specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.

The proposed Head of School candidate brings more than 20 years of public service, leadership, counseling, investigations, workforce development, and community engagement experience that directly aligns with Empowerment Academy's mission to serve historically underserved Black male students through a relationship-centered, trauma-informed educational model. Throughout her career with the State of Tennessee, she has managed high-volume caseloads, conducted sensitive investigations, coordinated multi-agency services, mentored staff, supported youth and families, and worked extensively with diverse populations experiencing educational, economic, behavioral, and social-emotional barriers. Her experience collaborating with the Department of Education, workforce agencies, mental health providers, literacy organizations, and community partners demonstrates strong organizational leadership, compliance management, communication skills, and the ability to coordinate complex support systems essential for operating a high-performing school environment. Additionally, her background in public relations and youth programming reflects a longstanding commitment to community engagement, family partnership development, and positive youth development.

The proposed leader's educational background includes a Bachelor of Science in English/Communications from Austin Peay State University and a Master of Science degree from Purdue University. She also holds certification as a Global Career Development Facilitator (GCDF), further strengthening her expertise in counseling, career readiness, student advocacy, and individualized support planning. Across multiple professional roles, she has demonstrated leadership in interviewing, documentation oversight, employee mentoring, conflict resolution, case management, and program coordination while consistently managing sensitive information with professionalism and accuracy. Her leadership philosophy strongly aligns with

Empowerment Academy's mission and culture, particularly her commitment to ensuring Black children feel academically challenged, culturally affirmed, emotionally safe, and fully prepared to lead in environments where they have historically been underserved.

While the proposed leader has not previously served as a charter school principal, she brings highly transferable leadership skills directly connected to the operational, relational, and organizational demands of launching and managing a mission-driven school. Her experience managing investigations, coordinating public programs, supervising compliance processes, training staff, and collaborating across government and community agencies demonstrates the capacity to build systems, maintain accountability, and lead complex operations under high-stakes conditions. The school's leadership structure is intentionally designed to provide layered support through centralized operational systems, shared-services leadership, compliance oversight, instructional coaching, and governance support to strengthen implementation capacity during startup years. In preparation for school leadership responsibilities, the proposed leader is also actively engaged in ongoing charter school research, Tennessee public charter school compliance review, governance planning, leadership development, and collaborative planning with experienced educational and operational leaders supporting the launch process.

32. Describe the collective capacity and qualifications of the currently-identified team of school-based staff (not board members) to design and execute the academic plan in areas such as:
    - School leadership, administration, and governance;
    - Curriculum, instruction, and assessment;
    - Meeting the needs of special populations including students with disabilities, English learners, homeless students, students in foster care, migrant students, at-risk students, and gifted students;
    - Performance management; and
    - Parent and community engagement.

The currently identified school-based leadership team collectively demonstrates experience in instructional leadership, literacy intervention, student support services, family engagement, and school operations necessary to implement Empowerment Academy's academic model. The Head of Schools possesses extensive experience in special education, inclusion, literacy support, intervention planning, instructional leadership, federal compliance, teacher training, and student support across K–12 settings. The School Director oversees daily operations, culture, supervision, compliance, and implementation of instructional systems, while the Director of Children and Families leads attendance intervention, family engagement, mentorship coordination, and wraparound support.

The leadership structure is intentionally designed to support historically underserved students through personalized instruction, MTSS/RTI² intervention systems, relationship-centered learning environments, and strong family partnerships. Additional staffing for special education, English learner supports, gifted

services, and intervention programming will continue to scale based on enrollment and demonstrated student needs.

33. Identify any gaps in the current school leadership team, including the school leader if applicable, and describe plans to fill those gaps with future hires. Discuss the timeline, qualifications, criteria, and recruiting and selection process for hiring key leadership positions.

Empowerment Academy acknowledges that several school-based instructional and operational positions remain in active recruitment during the pre-opening phase, including classroom teachers, intervention support staff, special populations personnel, and operational support staff. The organization intentionally prioritized securing foundational leadership positions first, including the Head of Schools, School Director, and Director of Children and Families, to ensure strong oversight of hiring, onboarding, instructional systems, and school culture development.

Recruitment for remaining positions will occur on a rolling timeline beginning immediately following charter approval and continuing through Spring and Summer 2027. Candidates will be evaluated based on instructional experience, alignment to the school's mission, cultural responsiveness, literacy instruction expertise, relationship-building capacity, and ability to support small-group, personalized instruction. The network will utilize regional educator pipelines, university partnerships, community recruitment, virtual recruiting platforms, and targeted outreach efforts to identify qualified candidates across all three campuses.

34. Describe the collective qualifications of the current set of board members (not school-based staff) to provide effective oversight and strategic direction in the following areas:
    - Governance and fiduciary responsibilities, including compliance with legal and regulatory requirements;
    - Oversight of academic performance, including holding the school leader accountable, monitoring progress toward academic goals, and ensuring alignment with the school's mission;
    - Financial oversight, including budget approval, financial controls, and long-term fiscal planning; and
    - Community engagement and stakeholder responsiveness, including maintaining trust and transparency with families and local partners.

The current governing board collectively brings experience in public service, education, workforce development, investigations, communications, operations, counseling, youth development, and community engagement that supports Empowerment Academy Nashville's mission, governance responsibilities, and long-term sustainability goals. Board members possess professional backgrounds that include state-level compliance oversight, case management, public administration, leadership development, community outreach, and operational accountability, providing a strong foundation for

responsible governance and fiduciary stewardship. Collectively, the board demonstrates the capacity to oversee legal compliance, policy implementation, financial accountability, and organizational decision-making while ensuring alignment with Tennessee charter school requirements and the school's mission to serve historically underserved students through a relationship-centered educational model.

The board's collective qualifications also support effective oversight of academic performance and organizational accountability. Board members bring experience working directly with youth, families, educational systems, workforce readiness programs, counseling services, and intervention-based support structures that align closely with the school's focus on literacy achievement, student engagement, attendance improvement, and social-emotional development. Through ongoing review of academic performance data, attendance metrics, intervention outcomes, and school improvement goals, the board will hold school leadership accountable for maintaining alignment between instructional implementation, student outcomes, and the Academy's mission and educational model. Additionally, the board will participate in governance training and continuous development related to charter school oversight, Tennessee accountability systems, student achievement monitoring, and data-informed decision-making.

In the area of financial oversight and long-term fiscal planning, the governing board includes members with experience in public-sector compliance, operational oversight, records management, budgeting processes, and program accountability. The board will work closely with the Chief Financial Officer, external accounting professionals, and the Board Finance Committee to review monthly financial reports, monitor budget-to-actual expenditures, oversee internal controls, ensure audit readiness, and support long-term sustainability planning. The board's governance structure also prioritizes transparency, stakeholder responsiveness, and strong community relationships. Board members have extensive experience collaborating with community organizations, families, government agencies, and service providers, which strengthens the organization's ability to build trust, maintain open communication, and remain responsive to the needs of students and families within the Metro Nashville Public Schools community.

35. Explain the process by which board members have been and will be selected, including the criteria that have been and will be used to evaluate potential board members. Identify any gaps in the current governing board and describe plans to fill those gaps with future recruitment efforts.

Board members have been selected through a mission-aligned process focused on identifying individuals with expertise in education, finance, governance, compliance, organizational leadership, and community engagement. Candidates are evaluated based on professional expertise, commitment to educational equity, governance capacity, ethical leadership, and alignment with the school's mission and target population. The Board selection process includes structured interviews, conflict-of-interest review, professional reference evaluation, and formal board approval. The organization acknowledges the need to

continue expanding board expertise as the network grows, particularly in areas such as Tennessee charter governance, facilities, legal compliance, local community representation, and parent leadership. Ongoing recruitment, governance training, committee development, and succession planning will support long-term board effectiveness and organizational sustainability.

Governance

36. Describe powers and duties of the board, specifically describing the board's role in academics, operations, and finance.

The Board of Directors of Empowerment Academy holds ultimate responsibility for academic performance, financial stewardship, and organizational compliance, while delegating day-to-day operations to the School Leader. To ensure effective oversight, the Board operates through clearly defined systems, committees, and performance-monitoring structures.

Academic Oversight: The Board, through its Academic Excellence Committee, reviews student performance data at least quarterly, including proficiency, growth (e.g., MAP and TCAP), attendance, and subgroup performance (students with disabilities, English Learners, and economically disadvantaged students). The Board sets annual academic goals aligned to the charter contract and monitors progress through a structured dashboard. The School Leader is required to present data-driven updates, including MTSS/RTI² effectiveness, literacy outcomes aligned to the Tennessee Foundational Literacy Skills Plan, and intervention impact. If performance targets are not met, the Board requires a corrective action plan with clear benchmarks and timelines.

Financial Oversight: Through its Finance Committee, the Board approves the annual budget, monitors monthly financial statements (including budget-to-actuals, cash flow, and enrollment-driven revenue projections), and ensures internal controls are in place. The Board oversees procurement policies, approves contracts above a defined threshold, and reviews an annual independent audit. Financial decisions are explicitly tied to student outcomes, ensuring resources are allocated to high-impact areas such as staffing, intervention, and instructional materials.

Operational and Legal Oversight: The Board adopts and reviews policies, ensures compliance with all federal and state laws, and monitors operational performance indicators such as enrollment, staffing, and student retention. While one governing board may oversee multiple campuses, each campus—including Nashville—will have site-specific performance reporting, ensuring localized accountability and responsiveness to community needs.

37. Describe plans to add a parent representative to the board within six months of the school's opening pursuant to T.C.A. § 49-13-109. Detail the process for recruitment, selection, and onboarding of the parent representative.

Empowerment Academy will add at least one parent representative from the Nashville campus to the Board within six months of opening, in compliance with T.C.A. § 49-13-109. If the organization expands to multiple campuses (e.g., Chattanooga or Memphis), each campus will have its own parent representative to ensure equitable voice and representation across regions.

Recruitment: The school will launch a transparent recruitment process within the first 90 days before the school's targeted opening date, including announcements via newsletters, school events, direct outreach, and the school website. Eligibility criteria will include: being a current parent/guardian of an enrolled student, demonstrating commitment to the school's mission, and the ability to participate in governance responsibilities.

Selection: Interested candidates will submit a brief application and participate in an interview conducted by the Governance Committee. Selection criteria will prioritize diversity, community representation, and relevant skills (e.g., education, advocacy, community leadership). Final approval will be made by a vote of the full Board.

Onboarding and Support: The selected parent representative will participate in a formal onboarding process, including training on governance roles, Open Meetings Law, conflict of interest policies, and academic/financial oversight responsibilities. Ongoing mentorship will be provided by the Board Chair and Governance Committee to ensure meaningful participation and leadership development.

38. Explain how the board will interact with the school leader, including how the board will support, develop, and evaluate the school leader each year. Include, as **Attachment 4**, an organization chart that shows the relationship among the school's governing board, management, and leadership in:
    - Year 1; and
    - At full capacity.

    Note the organization chart should clearly delineate the roles, responsibilities, and lines of authority and reporting among the governing board, school leadership, any related bodies (such as advisory bodies or parent/ teacher councils), and any external organizations that will play a role in managing the school and how these roles and responsibilities will evolve between Year 1 and full capacity.

The Board maintains a structured, accountable relationship with the School Leader, ensuring strong leadership while preserving clear boundaries between governance and management. The Board Chair serves as the primary liaison, but all Board members engage through formal meetings, committees, and evaluation processes.

Support and Development: The Board provides ongoing support through monthly meetings, where the School Leader presents academic, operational, and financial updates. The Board also conducts quarterly performance check-ins aligned to key priorities (academic growth, culture, enrollment, and staff development). The School Leader will receive access to professional development, coaching, and leadership training aligned to charter school best practices.

Evaluation: The Board conducts an annual, formal evaluation of the School Leader using a performance framework aligned to the school's mission and goals. This includes:

- Academic outcomes (proficiency, growth, subgroup performance)
- Operational performance (enrollment, attendance, staff retention)
- Financial management (budget adherence, fiscal sustainability)
- Organizational leadership (culture, staff development, family engagement)

The evaluation process includes goal-setting at the beginning of the year, mid-year review, and end-of-year evaluation with documented feedback and performance ratings.

Organizational Structure (Attachment 4): The organizational chart clearly shows that the Board governs the School Leader, who directly supervises all school-based staff (instructional staff, interventionists, operations staff). In Year 1, the structure is streamlined (Board → School Leader → Teachers/Support Staff). At full capacity, additional layers (e.g., Assistant Principal, Instructional Coaches, Operations Manager) are added to ensure effective management while maintaining clear lines of authority and accountability.

39. Describe the board's policies related to:
    - Planned meeting frequency;
    - Committee or advisory board structure(s);
    - Ethical standards and procedures for identifying and addressing conflicts of interest; and
    - Hearing and addressing complaints.

Empowerment Academy maintains comprehensive governance policies aligned with Tennessee law and best practices to ensure transparency, accountability, and ethical leadership.

Meeting Frequency: The Board meets monthly at minimum, with additional meetings as needed. All meetings are publicly noticed and conducted in compliance with Tennessee Open Meetings Act requirements. Agendas, minutes, and materials are documented and made accessible to the public.

Committee Structure: The Board operates through standing committees, including:

- **Academic Excellence Committee** (oversees student outcomes and instructional program)
- **Finance Committee** (oversees budget, financial reporting, and audits)
- **Governance Committee** (oversees board recruitment, training, and evaluation)
  Each committee has a defined scope, annual goals, and membership criteria aligned to expertise. Committee chairs are selected based on relevant professional experience.

Conflict of Interest: The Board enforces a formal conflict-of-interest policy requiring annual disclosures and real-time disclosure of any potential conflicts. Members must recuse themselves from discussions and votes where a conflict exists. This ensures ethical decision-making and compliance with nonprofit governance standards.

Complaint Resolution: The Board maintains a clear, tiered complaint process. Concerns are first addressed at the school level, escalated to the School Leader if unresolved, and finally reviewed by the Board if necessary. The Board serves as the final decision-making body, ensuring fairness, transparency, and timely resolution.

Equity in Board Service: The Board will revise any financial contribution expectations outlined in the bylaws to ensure alignment with best practices and equitable access. Board membership will not be contingent upon financial capacity; instead, members will be selected based on expertise, commitment, and ability to contribute meaningfully to governance.

40. Provide the following attachments:
    - **Attachment 5**: Articles of Incorporation
    - **Attachment 6**: Proof of nonprofit* and tax-exempt status
    - **Attachment 7**: Governing board bylaws

    **If a sponsor has applied for nonprofit status and not yet received approval, the sponsor should submit evidence of the application and describe the steps that have been taken. As required in state law, a charter shall not be granted to a for-profit corporation. Proof of nonprofit status must be provided in order to be recommended and approved by the authorizer.*

Staffing

41. Describe the school's leadership and staffing structure.

Empowerment Academy intentionally designed a lean, relationship-centered staffing model aligned to its small-campus structure, projected enrollment, and financial sustainability goals during the school's initial years of operation. Rather than replicating a traditional elementary staffing structure designed for significantly larger enrollment, the Academy utilizes a multi-grade instructional model that maximizes instructional efficiency while preserving small-group learning, individualized support, and strong adult-to-student relationships.

During Years 1–2, each campus will serve approximately 50 students in grades K–5 using three lead classroom teachers supported by three instructional teaching assistants, school leadership, and centralized network personnel. This structure allows the school to maintain low student-to-adult ratios while operating within a financially sustainable startup budget.

The instructional staffing structure is organized as follows:

- Kindergarten–Grade 1 Teacher
- Grades 2–3 Teacher
- Grades 4–5 Teacher

Each teacher will serve approximately 16–18 students across a two-grade instructional band using differentiated small-group instruction, literacy rotations, targeted intervention blocks, and standards-aligned instructional pacing. This structure is intentionally aligned to the school's literacy-centered model and allows instructional staff to develop deep knowledge of students' academic and social-emotional needs.

Three instructional teaching assistants will provide direct support across all grade bands through:

- Small-group intervention support
- Literacy and math rotations
- Student supervision
- MTSS/RTI² intervention implementation
- Specials/elective coverage support
- Transitional and behavioral support
- Classroom assistance during differentiated instruction

This staffing model allows students to receive individualized attention while ensuring operational sustainability during the school's early years.

The school's leadership structure includes:

- School Director
- Children & Families Director
- Head of Schools/Superintendent (network-level)

These positions provide instructional leadership, operational oversight, family engagement coordination, compliance monitoring, and staff coaching across all campuses.

To maximize resources, several operational functions are centralized at the network level, including:

- Finance and accounting
- Human resources
- Compliance and grant management
- Curriculum coordination
- Professional development planning
- Transportation/vendor oversight
- Enrollment systems

This shared-services structure reduces duplication of costs across campuses while ensuring all schools receive consistent operational support.

As enrollment stabilizes and financial capacity increases, Empowerment Academy will evaluate phased

staffing expansion, including:

- Additional certified teachers
- Interventionists
- Expanded student support personnel
- Additional campus operations staff

Grades K–5 Staffing & Instructional Assignments

Staff Member	Assignment	Responsibilities
Teacher 1	Kindergarten- 1st Grade Homeroom	Foundational literacy, math, SEL, science/social studies Agriculture/STEAM/PBL
Instructional Assistant 1	Kindergarten- 1st Grade Support	Literacy, math, SEL, intervention support
Teacher 2	2nd-3rd Grade Homeroom	Literacy, writing, math, science/social studies Agriculture/STEAM/PBL
Instructional Assistant 2	2nd-3rd Grade Support	Literacy, math, SEL, intervention support
Teacher 3	4th--5th Grade Homeroom	Literacy centers, math groups, transitions Agriculture/STEAM/PBL

Instructional Assistant 3	4th--5th Grade Support	Literacy, math, SEL, intervention support
MTSS Interventionist	K–2 Push-In/Pull-Out	Reading intervention, phonics groups, progress monitoring
Central Staff	2	Support with Intervention, SEL, Agriculture/STEAM/PBL

Staff	**Duty**
School Director	Front arrival supervision
Admin Assistant	Attendance/check-in
Teacher Assistants	Hallway and transition support
Teachers	Classroom arrival routines

Collaborative Planning Structure

Meeting Type	Frequency
Grade Band Planning	Weekly
MTSS/Data Meetings	Biweekly
Whole Staff PD	Weekly
Leadership Team Meetings	Weekly

Teachers receive planning periods during:

- Specials rotations
- Agricultural learning blocks
- Shared intervention windows

This staffing structure supports Empowerment Academy's mission by:

- Maintaining extremely small instructional groups
- Allowing targeted literacy intervention
- Providing strong adult mentorship and relationship-building
- Embedding experiential learning throughout the day
- Maximizing staffing efficiency for a 50-student school
- Ensuring students receive individualized academic and social-emotional support
- Multiple Central Staff members will be based at the school, providing "all hands on deck" support.

The model is intentionally designed to balance:

- Academic rigor,
- Financial sustainability,
- Operational efficiency,

- And whole-child support for young boys in historically underserved communities.

42. Explain the school's strategy to recruit and retain high-performing teachers. Outline the school's proposed salary ranges, employment benefits, and any incentive structures. Compare the salary ranges to the resident district and explain how they are sufficient to recruit teachers.

Empowerment Academy's recruitment and retention strategy prioritizes mission alignment, relationship-centered instruction, literacy expertise, and commitment to serving historically underserved students. Because the school operates with intentionally small enrollment during the startup years, the organization will recruit educators who demonstrate flexibility, differentiated instructional expertise, and comfort working within multi-grade classroom environments.

To maintain financial sustainability while remaining competitive, executive leadership salaries were reduced in order to prioritize direct instructional staffing and teacher compensation. Teachers will receive competitive compensation aligned to startup charter school budgets, ongoing instructional coaching from the Head of Schools, collaborative planning support, leadership development opportunities, and reduced student-teacher ratios that support manageable classroom environments and stronger instructional relationships.

Proposed Salary Ranges

- School Director: $70,000–$85,000
- Certified Teachers: $50,000–$62,000
- Special Education/Intervention Teachers: $55,000–$68,000
- Teacher Assistants: $30,000–$38,000
- Guidance Counselor/Student Support Staff: $50,000–$60,000

Davidson County Schools' starting teacher salary currently ranges approximately from $$60,000–$61,000 depending on experience and degree level. Empowerment Academy's salary structure is designed to remain competitive while also offering significant non-salary benefits tied directly to teacher working conditions and professional support.

In addition to salary, employees will receive a comprehensive benefits package that may include:

- Health, dental, and vision insurance contributions
- Paid professional development and instructional coaching
- State retirement participation, if applicable
- Paid planning and collaboration time
- Teacher mentorship and leadership opportunities
- Access to instructional resources and curriculum support

- Wellness and employee assistance resources

The school will also implement retention-focused incentive structures designed to support educator effectiveness and longevity. These supports may include:

- Performance-based stipends tied to student growth and instructional leadership
- Additional compensation for intervention, mentoring, or leadership responsibilities
- Tuition reimbursement or certification support when financially feasible
- Opportunities for advancement into instructional coaching or leadership roles as the network grows

Professional culture is also a major component of the retention strategy. Empowerment Academy's leadership team will prioritize staff voice, collaborative planning, regular coaching cycles, and ongoing recognition systems. Teachers will receive frequent instructional feedback, embedded professional learning, and access to leadership opportunities within a mission-centered environment.

The school believes that educator retention is strengthened not only through competitive compensation, but through manageable workloads, strong instructional support, positive school culture, and alignment to mission. By combining competitive salaries with intentionally small class sizes, robust professional support systems, and relationship-centered culture, Empowerment Academy is positioned to recruit and retain high-performing educators committed to improving outcomes for historically underserved young male students.

43. Describe the core components of the school's professional development plan and detail how those components will support effective implementation of the school model and instructional plan.

Empowerment Academy's professional development model is designed to support teachers working within small, multi-grade classroom environments focused on literacy acceleration, differentiated instruction, and relationship-centered learning. The Head of Schools will provide ongoing instructional coaching, literacy training, assessment analysis support, MTSS/RTI² implementation guidance, and classroom walkthrough feedback across all campuses.

Professional development priorities include:

- Foundational literacy instruction aligned to Tennessee Foundational Literacy Standards
- Small-group differentiated instruction
- Multi-grade classroom management and instructional planning
- Trauma-informed and culturally responsive practices
- Data-driven intervention planning
- Social-emotional learning integration
- English learner and special populations support

Leadership staff will provide weekly coaching cycles, collaborative planning support, and instructional modeling throughout the school year to ensure teachers receive ongoing support despite the school's lean startup staffing model.

Core Components of the Professional Development Plan

1. Foundational Literacy and Science of Reading Training

All instructional staff will receive training aligned to Tennessee's Foundational Literacy Skills Plan and Science of Reading expectations. Teachers will be trained in:

- Explicit phonics instruction
- Fluency development
- Vocabulary and comprehension strategies
- Dyslexia awareness and intervention
- Small-group literacy intervention practices
- Progress monitoring and literacy data analysis

This training directly supports the school's mission of addressing early literacy gaps among historically underserved young male students.

2. MTSS/RTI² and Data-Driven Instruction

Teachers and intervention staff will receive training on:

- Universal screening administration
- Data analysis protocols
- Tiered interventions
- Progress monitoring cycles
- Instructional differentiation
- Small-group instructional planning

Weekly PLC meetings and intervention reviews will ensure staff consistently use student data to adjust instruction and interventions.

3. Culturally Responsive and Relationship-Centered Instruction

Given the school's target population, professional learning will include training on:

- Culturally responsive teaching practices
- Identity-affirming instructional strategies

- Building positive relationships with young male students
- Implicit bias awareness
- Student engagement and motivation
- Restorative practices and conflict resolution

These strategies are intended to improve student engagement, reduce exclusionary discipline, and strengthen school connectedness.

4. Trauma-Informed and Social-Emotional Learning Practices

Staff will receive annual and ongoing training in:

- Trauma-informed classroom management
- De-escalation techniques
- Social-emotional learning implementation
- Student wellness and mental health awareness
- Positive behavior intervention systems
- Classroom community building

This training supports the school's commitment to whole-child development and positive school culture.

5. Instructional Coaching and Observation Cycles

The School Director and instructional leadership team will implement ongoing coaching cycles that include:

- Formal and informal observations
- Real-time feedback
- Goal setting and instructional reflection
- Demonstration lessons and modeling
- Collaborative lesson planning

Instructional coaching will focus on improving student engagement, literacy outcomes, differentiation, and classroom culture.

6. STEAM and Experiential Learning Integration

Teachers will receive training in implementing project-based and experiential learning aligned to the school's STEAM-agriculture model. This includes:

- Hands-on instructional design
- Community-based learning integration

- Financial literacy integration for grades 4–5
- STEM problem-solving instruction
- Agricultural and environmental learning connections

This ensures the school's experiential learning model remains purposeful, standards-aligned, and academically rigorous.

Professional Development Schedule

The school's professional learning structure includes:

- Summer Institute prior to opening
- Weekly collaborative planning sessions
- Biweekly PLC meetings
- Monthly instructional walkthrough reviews
- Quarterly professional development days
- Mid-year data retreats and instructional recalibration

Professional development effectiveness will be measured through:

- Teacher observation data
- Student academic growth
- Literacy proficiency gains
- MTSS intervention outcomes
- Staff retention and feedback surveys
- Classroom culture indicators

This comprehensive professional development system ensures that teachers are continuously supported in implementing Empowerment Academy's instructional model with fidelity while improving outcomes for historically underserved students.

Facilities

44. Describe facility needs based on the educational program and projected enrollment.

Empowerment Academy's facility must support an initial enrollment of approximately 50 K–5 students, with space designed to align directly to its instructional model and small-group learning structure. The school will require a minimum of 8-10 classrooms to accommodate grade-level sections and intervention spaces, ensuring class sizes of 8–9 students and flexibility for small-group instruction, MTSS services, and English Learner support. In addition to core classrooms, the facility will include dedicated spaces for STEM and agricultural learning (e.g., a garden or outdoor learning area), a multipurpose room for physical

education and assemblies, administrative offices, counseling/IEP meeting rooms, and a secure reception area.

All facilities will meet local, state, and federal requirements, including ADA accessibility, fire and safety codes, health department regulations, and zoning compliance. Prior to occupancy, the school will complete all required inspections, including fire marshal approval, building code compliance, and health and safety reviews. The design will prioritize safe entry points, clear supervision lines, age-appropriate restrooms, and adequate dining space. These features ensure the facility is not only compliant but also fully aligned to the Academy's instructional priorities, including differentiated instruction, hands-on learning, and a safe, inclusive environment.

45. Describe the progress to date of identifying and securing a facility in the proposed neighborhood/community that will meet the needs of the proposed school, as described above. Name the individual(s) on the sponsor's team leading the search as well as any brokers or real estate consultants supporting the search.

Empowerment Academy has identified a primary facility option located at 901 40th Avenue North 37209, which aligns with the target community and projected enrollment needs. The leadership team has conducted initial site visits and walkthroughs to assess feasibility, including classroom space, accessibility, traffic flow, and potential for outdoor learning aligned to the agriculture program. The site is located within the Nashville community the school intends to serve, providing accessibility for families and alignment with community-based partnerships.

Facilities planning is led by the CEO (strategy and negotiations), CFO (financial feasibility and budgeting), and Superintendent (instructional alignment), with oversight from the Board. The school is also engaging local real estate professionals and contractors to support due diligence, including zoning verification, renovation estimates, and compliance requirements. In the event the primary site is not secured, the Academy has identified contingency plans that include additional properties within the same geographic area and a timeline for decision-making within 60–90 days post-authorization. Budget allocations have been set aside for lease, renovation, and startup costs to ensure readiness for opening. This structured and location-specific approach demonstrates clear progress and a viable path to securing a compliant, mission-aligned facility.

Transportation

46. Describe the plan to provide daily transportation to students, if applicable. Detail whether the proposed school will provide its own transportation services, contract out for transportation, or a combination thereof. If the school will not provide daily transportation services to and from school, describe how students will get to and from school and how the school will address any transportation barriers for student attendance.

Empowerment Academy will implement a Nashville based, multi-tiered transportation plan that ensures consistent student access while scaling toward a stable, long-term model. In Year 1, the school will operate a hub-stop transportation system through a contracted vendor, with 3–4 centralized pick-up locations strategically placed in high-density neighborhoods within a 3–5 mile radius of the school (37405 and surrounding zip codes). Routes will be designed using enrollment and address data collected during registration, with priority given to students demonstrating the greatest transportation barriers. The school will issue a formal RFP and select a transportation vendor based on safety record, driver certification, insurance compliance, cost efficiency, and demonstrated experience serving elementary students.

Oversight of transportation will be assigned to the School Director(or the Administrative Assistant) responsible for vendor coordination, route planning, student ridership tracking, and safety compliance. This individual will monitor on-time performance, manage family communication, and adjust routes quarterly based on demand. In addition to contracted routes, the school will maintain Tier 1 (family transportation) and Tier 2 (targeted support such as emergency assistance and attendance intervention planning). By Year 3, the Academy will evaluate the feasibility of expanding routes or adding additional hub stops based on ridership data and attendance impact. This phased approach ensures both immediate access and a sustainable long-term transportation strategy aligned to student needs and financial capacity

47. Describe the plan to provide transportation to students whose individualized education plan (IEP) or 504 plan requires transportation to ensure the student receives a free and appropriate public education (FAPE) pursuant to 34 CFR § 300.34(c) and Section 504 of the Rehabilitation Act of 1973.

Empowerment Academy will provide transportation as a related service for students with disabilities when required to ensure access to a Free Appropriate Public Education (FAPE), in full compliance with 34 CFR § 300.34(c) and Section 504. Transportation needs will be determined through the IEP or 504 team process and documented in each student's plan. When transportation is required, the school will contract with specialized transportation providers capable of delivering services such as curb-to-curb or door-to-door transport, wheelchair-accessible vehicles, and trained personnel to support medical or behavioral needs.

The school will designate the Head of Schools/Director of Schools, in collaboration with the Administrative Assistant, to oversee implementation, ensuring alignment between transportation services and IEP requirements. Budget allocations will include a dedicated contingency line for specialized transportation services to ensure that cost does not limit access. The school will also establish service agreements with vendors outlining expectations for safety, confidentiality (FERPA compliance), driver training, and emergency response procedures. Regular monitoring—including service logs, parent feedback, and compliance reviews—will ensure that transportation services are reliable, individualized, and fully aligned with each student's needs.

48. Describe the plan for meeting the medical needs of students, including how the school will provide nursing services.

Empowerment Academy will implement a comprehensive student health services plan that includes both on-site care and contracted nursing support. The school will partner with a licensed healthcare provider or nursing agency to provide part-time school nursing services, with a registered nurse (LPN) available on-site at least 1–2 days per week and on-call support available daily. In addition, a trained staff member (e.g., School Operations Manager or designated health coordinator) will manage daily health needs, maintain records, and ensure compliance with all state regulations.

The school will develop Individual Health Plans (IHPs) for students with chronic conditions such as asthma, diabetes, or severe allergies, in collaboration with families and healthcare providers. Staff will be trained annually in medication administration, CPR/First Aid, use of EpiPens, and recognition of medical emergencies. Medication will be stored and administered in compliance with Tennessee law, with proper documentation and parent authorization. The school will also implement protocols for illness management, communicable disease prevention, and emergency response. This layered approach—combining professional nursing support, trained staff, and clear medical protocols—ensures that all student health needs are met safely, consistently, and in compliance with state and federal requirements.

49. Identify the person or position responsible for school safety operations, detailing the responsibilities of this position, and providing the approach and timeline to develop a school safety plan in accordance with T.C.A. § 49-6-804 through T.C.A. § 49-6-808.

The School Director will serve as the primary School Safety Coordinator, with support from the Administrative Assistant, counselor, and select staff members trained in emergency response. The School Director is responsible for developing, implementing, and maintaining the school's safety and emergency operations plan in compliance with T.C.A. § 49-6-804 through § 49-6-808. Responsibilities include coordinating safety drills, ensuring staff training, maintaining communication with local law enforcement and emergency responders, and overseeing building security procedures.

The school will follow a structured timeline to develop its safety plan: (1) Pre-opening (6–9 months prior): conduct risk assessments, consult with local law enforcement and fire officials, and draft the Emergency Operations Plan (EOP); (2) 3 months prior to opening: finalize protocols for lockdowns, evacuations, medical emergencies, and reunification procedures; (3) Staff onboarding: provide mandatory safety training and assign roles; and (4) Ongoing: conduct required drills (fire, lockdown, severe weather) and review procedures quarterly. The plan will include controlled entry systems, visitor management protocols, surveillance where appropriate, and clearly defined incident reporting processes. This structured, role-driven approach ensures that safety is proactively managed, continuously improved, and fully aligned

with state requirements.

Insurance

State law requires that charter schools have appropriate insurance coverage. Types of insurance should include, at minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to T.C.A. § 49-13-111(n), and sexual abuse. If the proposed school intends to have school athletics, additional liability coverage will be required. Sponsors should check with their authorizer to determine the necessary coverage amounts.

50. Include, as **Attachment 8**, a letter of coverage from an insurance company that: ● Lists the types and corresponding amounts of insurance coverage the proposed school will secure; and
    - States that the company will provide the required coverage upon approval of the charter application; and
    - Includes provisions for assuring that the insurance provider will notify the Tennessee Department of Education within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to T.C.A. § 49-13-107(b)(19)

The Empowerment Academy will secure **comprehensive insurance coverage prior to opening**, and has obtained a **formal Letter of Coverage (Attachment 8)** from a licensed Tennessee insurance provider that explicitly includes:

1. Required Coverage Types and Limits (aligned to Attachment 8):

- General Liability: $1M per occurrence / $2M aggregate
- Property Insurance: Full replacement value
- Workers' Compensation: Statutory limits
- Employer's Liability: $1M per occurrence
- Educators' Legal Liability (E&O): $1M / $2M aggregate
- Directors & Officers (D&O): $1M / $2M aggregate
- Sexual Abuse & Molestation (SAM): $1M / $2M aggregate
- Automobile Liability: $1M combined single limit
- Crime/Fidelity Bond: $250,000 minimum
- Surety Bond: Amount required per **T.C.A. § 49-13-111(n)**

2. Binding Assurance of Coverage:
Attachment 8 includes a signed statement from the insurer confirming:

- Coverage **will be bound immediately upon charter approval**
- Policies will be active **prior to first day of school**

3. Required State Notification Clause:

Attachment 8 explicitly states:

- The insurer will notify the Tennessee Department of Education **within 10 calendar days** of any cancellation, lapse, or material modification of coverage, in compliance with **T.C.A. § 49-13-107(b)(19)**

4. Budget Alignment:
The Year 0 and Year 1 budgets have been revised to reflect:

- **$28,000–$35,000 annually** for full coverage (based on broker estimates for schools of similar size and risk profile)

Oversight:

- CFO manages policy procurement and renewals
- Board Finance Committee reviews coverage annually

Food Service

51. Describe the plan to offer food service to the students, including how a food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house, including food preparation, storage, service, and staffing.

The Empowerment Academy will implement a **contracted meal service model** and participate in the **National School Lunch Program (NSLP)** and **School Breakfast Program (SBP)**.

Vendor Selection Process (Detailed):

- Issue RFP within **90 days post-approval**
- Evaluate vendors based on:
    - USDA compliance
    - Experience with K–5 schools
    - Cost per meal vs. reimbursement rates
    - Ability to meet allergy/medical needs
- Final vendor approved by Board

Likely Vendors:

- Metro-Nashville Public Schools Nutrition Services (preferred)
- State-approved Food Service Management Companies (FSMCs)

Operations:

- Meals prepared off-site and delivered daily
- Staff responsibilities:
    - Meal intake + temperature logging
    - Distribution and supervision
- No kitchen staff required (cost-efficient startup)

Facilities + Compliance:

- Refrigeration units for storage
- Dining space sized for 50 students (staggered lunch schedule)
- Compliance with:
    - USDA guidelines
    - Local health department inspections

Budget Alignment:

- Food service operates primarily through **federal reimbursement**
- Minimal net cost to school (reflected in budget)

Start-up Plan

52. Provide a detailed timeline of key milestones and deadlines that the founding team must meet to open the proposed school on time. Include key areas such as hiring, student recruitment, and facilities acquisition and who is responsible for overseeing progress and completion.

Opening Date: August 9, 2027
Initial Enrollment: 50 students

Detailed Milestone Timeline

Fall 2026 (Post-Approval: Months 0–3)

- Finalize facility lease (CEO, CFO)
- Hire School Director (CEO, Superintendent)
- Launch enrollment marketing campaign (Director of Engagement)
- Issue RFPs (transportation, food, insurance)

Winter 2026–27 (Months 4–6)

- Hire 50% of teaching staff (School Director)
- Board policy finalization + training (Board Chair)

- Execute vendor contracts (CFO)
- Begin student application + lottery process

Spring 2027 (Months 7–9)

- Reach 100% enrollment target (Enrollment Team)
- Hire remaining staff (School Director)
- Order curriculum + technology (Superintendent)
- Facility renovations + inspections begin (CEO/CFO)

Summer 2027 (Months 10–12)

- Staff onboarding + 3-week PD institute (Superintendent)
- Final inspections + Certificate of Occupancy (CEO)
- Family orientations (School Director)
- Transportation routes finalized (Operations)

August 2027

- School opens fully staffed and operational

53. Describe contingency plans for common startup challenges including:
    - Not meeting enrollment targets;
    - Not meeting fundraising goals;
    - Hiring challenges; and
    - Facility delays.

1. Enrollment Shortfall

- Trigger: <85% enrollment by May 2027
- Actions:
    - Increase targeted outreach (churches, community orgs in 37209
    - Add enrollment incentives (family referral program)
    - Reduce initial staffing proportionally
    - Delay additional grade-level expansion if needed

2. Fundraising Gaps

- Trigger: <80% of projected startup funds
- Actions:
    - Activate Board fundraising commitments
    - Secure short-term line of credit

- Defer non-essential purchases (furniture, expansion items)
- Prioritize instructional spending only

3. Hiring Challenges

- Trigger: <90% staff hired by June 2027
- Actions:
  - Partner with local pipelines (e.g.,Nashville Teacher Residency)
  - Offer signing bonuses ($2,000–$5,000)
  - Use long-term certified substitutes temporarily
  - Deploy network instructional staff for coverage

4. Facility Delays

- Trigger: Construction or lease delays beyond June 2027
- Actions:
  - Backup site secured: St. Luke AME Church (901 40th Avenue North 37209)
  - Temporary modular classrooms (if needed)
  - Delay opening by ≤30 days only if safety compromised

Operations Capacity

54. Based on the team identified in **Table 4**, describe the sponsor's team's individual and collective qualifications for implementing the operational plan successfully. Identify any gaps in the sponsor's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:
    - Professional development and performance management;
    - Student health;
    - School safety and security;
    - School operations such as food service and transportation; and
    - Facilities acquisition and management.

Empowerment Academy's leadership team collectively demonstrates operational, instructional, and organizational capacity necessary to implement the proposed multi-campus school model. The organization intentionally designed a centralized leadership structure that combines network-wide oversight with campus-level operational leadership in order to support sustainable startup operations across Chattanooga, Nashville, and Memphis.

The Head of Schools provides instructional leadership, assessment oversight, teacher coaching, compliance monitoring, and academic systems support across all campuses. His background includes extensive experience in Tennessee public schools, special education, inclusion instruction, intervention

planning, instructional leadership teams, federal compliance, teacher training, and charter school settings. The School Director manages daily campus operations, student supervision, compliance, and school culture implementation, while the Director of Children and Families oversees attendance systems, mentorship coordination, family engagement, and wraparound support.

To address the challenges associated with operating schools across multiple geographic regions, leadership staff will routinely travel between campuses to conduct instructional walkthroughs, operational reviews, coaching cycles, compliance monitoring, and stakeholder engagement meetings. The organization intentionally revised its staffing and compensation structure to prioritize direct instructional staffing, maintain operational sustainability, and support long-term scalability while continuing active recruitment for additional school-based instructional and support personnel..

Chief Executive Officer (CEO)

The CEO oversees strategic planning, charter implementation, external partnerships, organizational growth, fundraising coordination, and board accountability. The CEO has experience coordinating community-based educational initiatives, stakeholder engagement, organizational planning, and youth-centered programming aligned to underserved populations.

Head of Schools/Director of Schools

Oversees instructional implementation, academic compliance, assessment systems, professional development, intervention programming, and instructional coaching across all campuses. This role includes ensuring alignment to Tennessee Academic Standards, the Tennessee Foundational Literacy Skills Plan, MTSS/RTI² expectations, and subgroup compliance requirements.

Chief Financial Officer (CFO)

The CFO oversees budgeting, cash-flow monitoring, procurement systems, vendor management, audit readiness, internal controls, and long-term financial sustainability. The CFO is responsible for ensuring operational efficiency and compliance across all three campuses while maintaining centralized financial oversight.

School Director

The School Director manages implementation timelines, startup coordination, operational logistics, interdepartmental communication, and organizational systems management. This role ensures alignment between network operations and school-based execution.

Director of Family & Community Engagement

The Director of Family & Community Engagement leads student recruitment, family partnerships, community outreach, attendance support systems, and engagement events across all campuses. This role ensures that each school maintains strong relationships with families and community stakeholders.

Collective Capacity and Operational Execution

The network's operational model is intentionally centralized to reduce duplication and ensure consistency across campuses. Rather than each campus independently managing finance, HR, compliance, and curriculum systems, these functions are coordinated centrally, allowing school leaders to focus primarily on instruction, student support, and school culture.

Because the network will simultaneously operate schools in Chattanooga, Nashville, and Memphis, the leadership team has intentionally built regular inter-campus travel and onsite presence into the operational model. Members of the executive leadership team—including the CEO, Superintendent of Schools, Chief of Staff, and Director of Family & Community Engagement—will routinely travel between campuses to conduct instructional walkthroughs, operational reviews, staff coaching, family engagement events, compliance monitoring, and leadership meetings.

The network will implement a rotating leadership support schedule to ensure each campus receives consistent in-person oversight and support throughout the school year. Executive leadership will maintain recurring onsite visits, including:

- Weekly or biweekly instructional and operational visits by the Superintendent and CEO
- Monthly compliance and operational reviews
- Quarterly board and stakeholder engagement meetings hosted within each community
- Ongoing family and community partnership meetings within each geographic region

This structure ensures that although centralized systems support operational consistency, each school maintains strong local leadership presence, direct executive oversight, and responsive decision-making aligned to the needs of the individual community.

In addition, each campus will maintain a dedicated School Director responsible for daily site-based leadership and immediate operational responsiveness between executive visits. This layered structure allows the network to combine centralized expertise with consistent local oversight and relationship-building across all three regions.

The network also recognizes the importance of local presence within each proposed community. Therefore, each campus will have a dedicated School Director responsible for:

- Daily operations and student supervision
- Family communication and attendance intervention

- Staff coaching and instructional oversight
- School culture and discipline systems
- Community partnerships and local engagement

To strengthen operational readiness, the network will also utilize:

- Contracted specialists for compliance and facilities support during startup
- External legal and financial consultants as needed
- Tennessee charter training and governance development resources
- Partnerships with local organizations supporting youth programming and mentorship

Identified Gaps and Planned Solutions

The network acknowledges that launching three schools simultaneously requires significant operational coordination. To mitigate this challenge, the organization has intentionally:

- Limited initial enrollment sizes
- Centralized back-office functions
- Implemented conservative staffing structures
- Prioritized phased operational scaling
- Built contingency plans for enrollment and facilities delays

Additional local operational hires will be added as enrollment grows and campuses mature. These positions may include:

- Operations coordinators
- Additional compliance support staff
- School-based interventionists
- Expanded facilities management support

The network will monitor operational performance through clearly defined organizational health metrics, including:

- Enrollment stability
- Attendance rates
- Compliance findings
- Staff retention
- Budget-to-actual financial performance
- Family satisfaction
- Student achievement and growth data

Collectively, the Empowerment Academy leadership team demonstrates the organizational planning,

centralized systems design, instructional oversight structures, and operational support necessary to successfully implement the proposed school model while responsibly managing growth across multiple Tennessee communities.

55. Explain how organizational health will be measured, including performance in pre-operations, during early years, and as an established organization. If the board determines a need to intervene regarding organizational performance, what form(s) would that take?

Pre-Opening

- Enrollment: ≥50 students by June 2027
- Staffing: 100% hired by July 2027
- Facility readiness: 100% inspections passed

Year 1–2

- Attendance: ≥95% average daily attendance
- Staff retention: ≥85%
- Budget variance: ±5%
- Compliance: 0 major findings

Year 3+

- Academic growth: TVAAS Level 4 or 5
- Financial reserve: ≥60 days cash on hand
- Student retention: ≥90%

Data Use and Monitoring

- Monthly dashboards reviewed by Board
- Quarterly performance deep-dives
- Annual strategic review tied to charter goals

Board Intervention Protocol

If performance falls below thresholds:

Tier 1 (Early Warning):

- Data review + leadership coaching
- Targeted improvement plan

Tier 2 (Moderate Concern):

- Formal corrective action plan
- External consultant support
- Increased reporting frequency

Tier 3 (Critical Concern):

- Leadership restructuring if necessary
- Budget reallocation
- Enrollment cap or pause on expansion

Operating Budget

56. Include, as **Attachment 9**, the completed budget using the state's required template. At a minimum, the budget must include: ● A month-by-month accounting of anticipated revenues and expenditures in Year 0 and revenues and expenditures for two scenarios (minimum and planned/anticipated) for years 1- 5 of the school's operation.
    ● Anticipated budgetary assumptions for the following:
        o Student enrollment counts for years 1-5 of the school's operation;
        o Staff FTE counts for years 0-5 of the school's operation;
        o All anticipated funding sources, including state and local funding, secured grants, philanthropy, and fundraising; and
        o All relevant expenditures, expenses, and assumptions for each of the following expenditure/expense classification categories: salaries and benefits, contracted services, school operations, and facilities operations and maintenance.

The operating budget is based on conservative enrollment assumptions aligned to the proposed phased implementation strategy and anticipated market demand.

School Year	Planned Enrollment	Minimum Enrollment Scenario
Year 1	50 Students	40 Students
Year 2	50 Students	45 Students
Year 3	50 Students	45 Students
Year 4	50 Students	45 Students
Year 5	50 Students	45 Students

The budget intentionally assumes enrollment stabilization rather than rapid growth in order to:

- Preserve small class sizes;
- Maintain instructional quality;
- Control staffing costs;
- Reduce financial risk; and
- Ensure operational sustainability.

Revenue projections are based on actual enrollment assumptions and conservative Average Daily Membership (ADM) calculations.

Staff FTE Assumptions

Staffing levels were developed based on projected enrollment, Tennessee instructional requirements, operational needs, and the school's educational model emphasizing small-group instruction and individualized support.

Year 0 (Planning Year)

Year 0 staffing is intentionally lean and focused on startup planning activities, compliance preparation, enrollment recruitment, operational development, and curriculum planning.

Year 0 Positions Include:

- Chief Executive Officer
- Chief Financial Officer
- School Leader/Principal
- Grant/Compliance Support
- Administrative Support

Years 1–5 Staffing Assumptions

The staffing model gradually scales to align with enrollment stability and student needs while maintaining financial sustainability.

Instructional Staffing Includes:

- Classroom Teachers
- Interventionists
- Special Education Support
- English Learner Support
- Instructional Aides

Operational Staffing Includes:

- Principal/School Director
- Office Support
- Custodial and Facilities Support

- Student Support Personnel

The staffing structure prioritizes:

- Low student-to-teacher ratios;
- Academic intervention support;
- Compliance with special education and EL requirements; and
- Sustainable personnel expenditures.

Personnel costs remain within reasonable charter school benchmarks and are monitored to ensure staffing expenditures do not exceed sustainable operating thresholds.

Revenue Assumptions

The operating budget reflects multiple anticipated revenue streams to support school operations.

State and Local Funding

The primary source of operational revenue is Tennessee state and local per-pupil funding generated through student enrollment.

Revenue assumptions are based on:

- Current Tennessee funding estimates;
- Conservative enrollment projections;
- Standard ADA assumptions; and
- Historical state funding trends.

The budget does not assume unrealistic increases in state funding.

Federal Funding

The budget includes anticipated federal revenues including:

- Title I
- IDEA
- Title II
- Title III
- Federal meal reimbursement programs

Federal revenues are budgeted conservatively and restricted to allowable expenditures.

Grants, Philanthropy, and Fundraising

The operating budget includes startup and supplemental support through:

- Charter School Program (CSP) grants;
- Foundation grants;
- Community fundraising initiatives;
- Corporate partnerships; and
- Philanthropic donations.

Importantly, philanthropy and grants are not relied upon for long-term operational solvency. Instead, these sources primarily support:

- Startup costs;
- Technology;
- Curriculum purchases;
- Professional development;
- Student enrichment; and
- Strategic growth initiatives.

The school's long-term operational sustainability is based primarily on recurring public per-pupil revenue.

Expenditure Assumptions

The budget includes all relevant operational expenditures necessary to support a high-quality educational program.

Salaries and Benefits

Personnel expenditures represent the largest operational investment and reflect the school's commitment to strong instructional staffing and student support systems.

Salary assumptions include:

- Competitive regional compensation;
- Required employer taxes and benefits;
- Retirement contributions;
- Health insurance contributions; and
- Professional development support.

Benefits assumptions are aligned with standard nonprofit and public education employment practices.

The budget intentionally phases staffing growth to align with actual enrollment and prevent overstaffing during startup years.

Contracted Services

The budget includes contracted services necessary to support operations and compliance, including:

- Payroll processing;
- Financial auditing;
- Legal services;
- Technology support;
- Special education contracted services;
- Data systems;
- Professional development; and
- Compliance support.

Vendor assumptions are based on comparable Tennessee charter school operational costs.

School Operations

School operations expenditures include:

- Instructional materials;
- Curriculum resources;
- Student technology;
- Assessment systems;
- Office supplies;
- Student meals;
- Transportation support;
- Insurance; and
- Student programming.

The school has prioritized operational efficiency while ensuring students have access to high-quality instructional resources and support.

Facilities Operations and Maintenance

Facilities expenditures include:

- Lease obligations;

- Utilities;
- Maintenance;
- Custodial services;
- Security systems;
- Repairs;
- Grounds maintenance; and
- Facility insurance.

The school intends to initially operate within a leased facility to reduce long-term debt obligations and preserve startup cash flow and reserve balances.

Facility assumptions are intentionally conservative and aligned with the proposed enrollment model.

57. Provide a budget narrative that includes a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should:
    - Address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising);
    - Describe anticipated funding sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which have been committed and which are anticipated;
    - Describe the minimum student enrollment needed to open and operate in Year 1; ● Discuss the school's planned approach to teacher salaries over time, including whether the school plans to use a step-and-ladder pay schedule or offer annual raises;
    - Describe the year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
    - Explain the school's contingency plan to meet financial needs for any year the school projects to be operating at a budget deficit.

Empowerment Academy's budget narrative reflects a conservative, enrollment-driven, and sustainability-focused financial model designed to support the successful launch and long-term operation of the proposed school. Revenue projections, staffing assumptions, and expenditure estimates were developed using realistic assumptions aligned with Tennessee charter school funding practices, projected enrollment, regional compensation benchmarks, and anticipated operational needs.

The school's financial model prioritizes operational stability, strong internal controls, responsible staffing growth, and long-term fiscal sustainability while ensuring adequate resources are available to support high-quality educational programming and student services.

Basis for Revenue Projections

Revenue projections were developed using conservative assumptions based on:

- Tennessee state and local per-pupil funding estimates;
- Projected Average Daily Membership (ADM);
- Anticipated federal entitlement allocations;
- Comparable charter school operational trends;
- Current regional compensation and facilities costs; and
- Reasonable philanthropic and grant assumptions.

The budget intentionally avoids overly aggressive enrollment or fundraising assumptions and includes both anticipated and minimum enrollment scenarios to demonstrate financial viability under varying conditions.

The proposed Year 1 enrollment projection is 50 students, with financial projections built using conservative enrollment realization assumptions to ensure sustainability even if enrollment targets are slightly below projections.

Reliance on Variable Income

The Empowerment Academy recognizes that grants, donations, and fundraising revenues may fluctuate annually and therefore has intentionally limited reliance on variable income for core operational sustainability.

Core school operations are primarily supported through recurring public funding sources, including:

- State and local per-pupil allocations;
- Federal entitlement funding; and
- Student-generated formula funding.

Variable revenue sources such as philanthropy, grants, and fundraising are intended to supplement not sustain core operations.

These supplemental funds are primarily allocated toward:

- Startup costs;
- Technology infrastructure;
- Curriculum and instructional resources;
- Professional development;
- Student enrichment opportunities;
- Family engagement initiatives; and
- Capital improvements.

This approach reduces long-term financial risk and ensures the school can maintain stable operations even if grant or fundraising revenues fluctuate.

Anticipated Funding Sources

The school anticipates funding support from a combination of public revenues, grants, philanthropic support, and community partnerships.

State and Local Funding

The primary operational revenue source will be Tennessee state and local per-pupil funding generated through student enrollment.

Projected state and local funding assumptions are based on:

- Current Tennessee TISA/BEP funding estimates;
- Conservative enrollment projections;
- Historical charter funding trends; and
- Expected Average Daily Membership rates.

These funds are anticipated recurring operational revenues.

Federal Funding

The school anticipates receiving federal funding allocations including:

- Title I funding;
- IDEA funding;
- Title II funding;
- Title III funding (if applicable);
- Federal meal reimbursements; and
- Other allowable federal education program support.

Federal revenues are projected conservatively and restricted to allowable expenditures consistent with federal compliance requirements.

Grants and Philanthropy

The school anticipates pursuing and securing additional startup and supplemental support through:

- Charter School Program (CSP) grants;

- Private foundation grants;
- Corporate sponsorships;
- Community partnerships;
- Faith-based and civic partnerships; and
- Individual donations and fundraising campaigns.

Anticipated grant and philanthropic support may include assistance for:

- Pre-opening expenses;
- Curriculum and technology purchases;
- Leadership development;
- Student support programming; and
- Facility startup costs.

At the time of submission:

- Some philanthropic discussions and partnership opportunities are anticipated but not yet formally committed;
- Startup fundraising efforts are ongoing; and
- The budget does not rely on uncommitted philanthropic funding to sustain core instructional operations.

Additional Financial Resources and Lending Capacity

The school may utilize short-term operational support, lines of credit, or startup assistance if necessary during pre-opening and early operational phases.

Potential financial resources may include:

- Board-supported fundraising initiatives;
- Community development partnerships;
- Charter school lending organizations;
- Financial institutions experienced in nonprofit lending; and
- Philanthropic startup support.

Any borrowed funds would require formal Board approval and would be structured to avoid creating unsustainable long-term debt obligations.

Minimum Student Enrollment Required to Open

Based on the proposed staffing structure, facilities assumptions, and operational expenditures, the

Empowerment Academy projects that the minimum enrollment required to sustainably open and operate in Year 1 is approximately 40 students.

This minimum threshold reflects:

- Lean startup staffing assumptions;
- Shared and centralized operational supports;
- Conservative facilities planning; and
- Controlled operational expenditures.

If enrollment projections fall below the minimum threshold prior to opening, the Board of Directors will evaluate:

- Delaying the opening;
- Adjusting staffing levels;
- Reducing discretionary expenditures;
- Increasing fundraising efforts; or
- Revising operational assumptions to preserve financial sustainability.

Teacher Compensation and Salary Growth

The Empowerment Academy is committed to offering competitive compensation to attract and retain high-quality educators while maintaining long-term financial sustainability.

The school's compensation approach includes:

- Competitive regional salary benchmarks;
- Employer-paid benefits contributions;
- Professional development support; and
- Opportunities for salary advancement over time.

The school anticipates implementing a structured salary schedule that may include:

- Annual cost-of-living adjustments;
- Performance-based compensation considerations;
- Experience and credential recognition; and
- Step-and-ladder increases tied to years of service and instructional effectiveness.

Projected annual salary increases are conservatively estimated within the long-term financial model to ensure compensation growth remains financially sustainable.

The school also intends to prioritize teacher retention through:

- Leadership development opportunities;
- Instructional coaching;
- Positive school culture; and
- Reasonable class sizes and workload expectations.

Year 1 Cash Flow Contingency Plan

The Empowerment Academy recognizes the importance of maintaining sufficient liquidity and operational reserves during startup and Year 1 operations.

In the event projected revenues are delayed or not fully realized prior to opening, the school will implement several contingency measures, including:

- Maintaining conservative pre-opening expenditures;
- Delaying non-essential purchases;
- Phasing staffing hires based on confirmed enrollment;
- Utilizing startup grants and restricted startup funds;
- Leveraging short-term cash reserves;
- Implementing temporary spending freezes on discretionary expenditures; and
- Utilizing fundraising and community partnership support for supplemental startup costs.

The school also intends to maintain regular cash flow forecasting and monthly financial monitoring to proactively identify and address potential shortfalls before they impact operations.

Budget Deficit Contingency Planning

The Board of Directors and school leadership recognize the importance of maintaining proactive financial oversight and planning for potential operational deficits.

If the school projects a budget deficit during any operational year, the school will implement a formal financial recovery and stabilization plan that may include:

Expenditure Reductions

- Delaying non-essential purchases;
- Reducing discretionary spending;
- Adjusting contracted services;
- Phasing staffing additions; and

- Prioritizing instructional and student-facing expenditures.

Staffing Adjustments

Personnel costs represent the largest operational expenditure category; therefore, staffing adjustments may include:

- Delayed hiring timelines;
- Attrition-based reductions;
- Shared staffing models; and
- Reassignment of operational responsibilities.

The school will prioritize minimizing direct instructional impact whenever possible.

Increased Revenue Efforts

The school may also:

- Increase targeted fundraising efforts;
- Pursue supplemental grants;
- Expand philanthropic partnerships;
- Strengthen community sponsorships; and
- Seek additional operational support resources.

Enhanced Financial Oversight

During periods of financial concern, the Board Finance Committee will increase monitoring frequency and may require:

- Monthly corrective action reporting;
- Revised financial projections;
- Cash flow stabilization plans; and
- Additional external financial consultation.

Long-Term Financial Sustainability

The Empowerment Academy's financial model is intentionally designed to prioritize:

- Conservative budgeting;
- Sustainable staffing growth;

- Limited reliance on variable income;
- Strong reserve planning;
- Responsible facilities management; and
- Continuous financial oversight.

The Board of Directors will regularly monitor:

- Enrollment stability;
- Operating margins;
- Cash reserves;
- Revenue trends;
- Budget-to-actual variances; and
- Multi-year financial forecasts.

These systems ensure the school remains financially stable, operationally sound, and positioned to provide high-quality educational services for students over the long term.

Budget and Finance Capacity

58. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including the method for conducting annual audits of the financial, administrative, and program operations of the school. Describe how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. Identify the role and key responsibilities of the individual who will be responsible for overseeing day-to-day financial management and system oversight.

Empowerment Academy is committed to maintaining sound financial management systems, transparent operational procedures, and strong fiscal oversight to ensure long-term sustainability, legal compliance, and responsible stewardship of public funds. The school's financial infrastructure is intentionally designed to support accurate reporting, operational efficiency, internal accountability, and compliance with all Tennessee charter school financial requirements.

The school will implement comprehensive systems, policies, and procedures governing:

- Financial planning and budgeting;
- Accounting and financial reporting;
- Purchasing and procurement;
- Payroll administration;
- Cash management;
- Audit compliance; and
- Internal controls and risk management.

The Board of Directors, Finance Committee, Chief Financial Officer (CFO), and contracted financial professionals will collectively ensure the school maintains strong fiscal operations and accountability.

Financial Planning and Budget Development

The Empowerment Academy will implement an annual budgeting process aligned to the school's strategic goals, enrollment projections, staffing model, and operational priorities.

The annual budget development process will:

- Begin during the winter preceding each fiscal year;
- Include enrollment and revenue forecasting;
- Incorporate staffing analyses and compensation planning;
- Review facilities and operational expenditures;
- Include multi-year forecasting and cash flow analysis; and
- Be reviewed and approved by the Board of Directors prior to implementation.

The school will maintain:

- Annual operating budgets;
- Multi-year financial forecasts;
- Monthly cash flow projections;
- Budget-to-actual variance reports; and
- Enrollment-driven financial planning models.

Budget assumptions will remain conservative and enrollment-based to reduce financial risk and support long-term sustainability.

Accounting Systems and Financial Reporting

The school will utilize a Generally Accepted Accounting Principles (GAAP)-compliant accounting system capable of supporting nonprofit and public charter school financial operations.

The accounting system will support:

- General ledger accounting;
- Accounts payable and receivable;
- Payroll integration;
- Grant and restricted fund tracking;
- Bank reconciliation;

- Asset inventory management;
- Financial statement preparation; and
- State and federal reporting compliance.

The school will maintain detailed accounting records and documentation for all financial transactions and expenditures.

Monthly financial reports provided to the Board and Finance Committee will include:

- Statement of Financial Position;
- Statement of Activities;
- Budget-to-Actual Reports;
- Cash Flow Reports;
- Enrollment and revenue updates;
- Accounts payable summaries; and
- Reserve balance tracking.

The school will maintain all financial records in accordance with Tennessee records retention requirements and federal grant compliance standards.

Purchasing and Procurement Procedures

The Empowerment Academy will implement formal purchasing and procurement policies designed to ensure transparency, accountability, cost effectiveness, and compliance with all state and federal procurement requirements.

Purchasing procedures will include:

- Purchase requisition and approval processes;
- Established spending authorization thresholds;
- Competitive quote and bidding requirements;
- Vendor review and approval procedures;
- Documentation retention requirements;
- Conflict-of-interest disclosures; and
- Segregation of purchasing and approval authority.

The school will require:

- Multiple quotes for purchases above designated thresholds;
- Board approval for major contracts and expenditures;
- Written contracts for professional services; and
- Documentation supporting all purchasing decisions.

Federal grant-funded purchases will comply with Uniform Guidance procurement requirements.

Payroll Systems and Procedures

Payroll services will be administered using a professional payroll processing system or contracted payroll provider experienced in supporting nonprofit and charter school organizations.

Payroll procedures will include:

- Electronic payroll processing;
- Direct deposit services;
- Tax withholding and reporting;
- Benefits administration;
- Time and attendance verification;
- Payroll approval workflows; and
- Employee record management.

The school will implement clear segregation of payroll duties to ensure no single employee controls all aspects of payroll processing, approval, and reconciliation.

All salary adjustments, stipends, and staffing changes will require documented authorization and approval.

Annual Audits and Financial Reviews

The Empowerment Academy will engage an independent Certified Public Accounting (CPA) firm annually to conduct a full financial audit in accordance with:

- Generally Accepted Government Auditing Standards (GAGAS);
- Tennessee charter school audit requirements;
- Federal Single Audit requirements (if applicable); and
- Applicable nonprofit financial reporting standards.

The annual audit will review:

- Financial statements;
- Internal controls;
- Purchasing and procurement practices;
- Payroll systems;
- Cash management procedures;
- Grant compliance;

- Administrative operations; and
- Programmatic expenditures.

The Board Finance Committee will review audit findings, management recommendations, and corrective action plans, if applicable.

All audit reports will be submitted to the authorizer and applicable state agencies within required timelines.

Internal Controls and Financial Compliance

The Empowerment Academy will establish and maintain comprehensive internal controls to safeguard public funds, reduce financial risk, and ensure compliance with all reporting requirements.

Key internal control procedures include:

Segregation of Duties

Financial responsibilities will be divided among multiple individuals whenever possible to prevent fraud, misuse, or unauthorized transactions.

No single employee will control:

- Authorization;
- Payment processing;
- Reconciliation; and
- Financial reporting functions simultaneously.

Authorization Controls

All expenditures will require documented approval aligned to established spending thresholds.

Major expenditures and contracts will require:

- Executive approval;
- Finance Committee review; and/or
- Board approval depending on expenditure level.

Cash Management Controls

The school will maintain:

- Restricted access to bank accounts;
- Dual signatures for checks above established thresholds;
- Daily cash deposit procedures;
- Monthly bank reconciliations; and
- Ongoing cash flow monitoring.

Grant Compliance Controls

Federal and restricted funds will be tracked separately to ensure:

- Allowable use compliance;
- Accurate reporting;
- Proper expenditure documentation; and
- Timely submission of required reports.

Financial Reporting Compliance

The school will comply with all:

- Tennessee charter school financial reporting requirements;
- State Board reporting requirements;
- Federal grant reporting obligations;
- IRS nonprofit reporting requirements; and
- Applicable accounting standards.

The Board of Directors will receive regular financial training to support effective fiscal oversight and governance responsibilities.

Day-to-Day Financial Management Oversight

The Chief Financial Officer (CFO) will oversee the day-to-day financial management and operational financial systems of the school.

Key Responsibilities of the CFO Include:

- Budget development and forecasting;
- Financial reporting;
- Cash flow management;
- Accounting oversight;
- Purchasing oversight;
- Payroll coordination;

- Audit preparation and coordination;
- Grant compliance monitoring;
- Financial policy implementation;
- Internal controls oversight; and
- Board financial reporting.

The CFO will work closely with:

- The Chief Executive Officer;
- School leadership;
- The Board Treasurer;
- The Finance Committee; and
- Contracted accounting professionals.

This structure ensures strong operational oversight, financial accountability, and compliance with all applicable fiscal requirements.

59. Describe the procedures governing the deposit of idle funds, purchasing procedures, and comprehensive travel regulations.

Idle funds will be deposited only in federally insured financial institutions approved by the Board of Directors. The school will prioritize safety, liquidity, and preservation of capital over investment risk.

Idle funds management procedures will include:

- FDIC-insured accounts;
- Board-approved banking institutions;
- Short-term investment instruments permitted under Tennessee law;
- Restricted access to reserve accounts; and
- Monthly reconciliation and Board review.

The school will not engage in speculative investments.

Comprehensive Purchasing Procedures

The school's purchasing procedures will ensure responsible stewardship of public resources and compliance with all applicable procurement requirements.

Procedures will include:

- Purchase requisitions and approval workflows;
- Competitive quotes for purchases above designated thresholds;

- Formal bidding procedures for large contracts;
- Vendor selection criteria emphasizing cost, quality, and experience;
- Documentation retention for all purchases; and
- Conflict-of-interest disclosures for vendors and contractors.

Travel Regulations

The Empowerment Academy will implement comprehensive travel regulations governing employee and Board travel expenditures.

Travel policies will include:

- Pre-approval requirements;
- Expense reimbursement procedures;
- Mileage reimbursement rates aligned to IRS guidelines;
- Allowable lodging and meal limits;
- Documentation and receipt requirements; and
- Clear prohibitions against unauthorized expenditures.

Travel expenditures must demonstrate a direct educational, operational, or compliance-related purpose.

60. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Empowerment Academy anticipates contracting with qualified external vendors for specialized financial and operational services.

Anticipated contracted services include:

Service	Anticipated Purpose
Payroll Services	Payroll processing and tax compliance
Independent Audit Firm	Annual financial audits
Accounting Support	Financial reporting and reconciliation support
Legal Services	Charter, employment, and governance compliance

Information Technology Services	Financial system security and infrastructure
Benefits Administration	Employee insurance and benefits support

Criteria for Selecting Contracted Services

The school will utilize a competitive selection process based on:

- Experience with Tennessee charter schools;
- Knowledge of nonprofit and governmental accounting;
- Cost effectiveness;
- Compliance expertise;
- Vendor references and performance history;
- Data security and confidentiality protections; and
- Capacity to meet reporting timelines.

Major contracts will require Board approval.

61. Based on the team identified in **Table 4**, describe the sponsor's team's individual and collective qualifications for implementing the financial plan successfully. Identify any gaps in the sponsor's team and describe plans to fill those gaps with future hires. The discussion of both current team capacity and future hires should include a discussion of capacity in areas such as the following:
    - Financial management;
    - Fundraising and development; and
    - Accounting and internal controls.

Empowerment Academy's leadership team demonstrates both individual and collective capacity to successfully implement and oversee the network's financial plan across all three Tennessee campuses. The financial management structure is intentionally centralized to ensure consistency, compliance, internal control integrity, and long-term fiscal sustainability while allowing each campus to maintain operational responsiveness. The network's Chief Executive Officer (CEO), Chief Financial Officer (CFO), Grant Writer/Compliance Officer, Board Finance Committee, and external accounting partners will work collaboratively to oversee budgeting, financial reporting, procurement, grant compliance, fundraising, cash-flow management, and audit readiness. Collectively, the team brings experience in nonprofit leadership, organizational management, public-sector budgeting, grant development, operational oversight, compliance systems, and multi-site coordination aligned to the needs of a growing charter school network.

The CFO will lead all financial operations, including budget development, forecasting, payroll oversight, purchasing systems, cash-flow monitoring, audit coordination, internal controls implementation, and monthly financial reporting to the Board. Because the proposed CFO is not currently based in Tennessee, Empowerment Academy has developed an accelerated onboarding and "Help Meet" support structure to ensure rapid proficiency in Tennessee charter school finance systems and compliance requirements. During the first 90 days, the CFO will participate in intensive onboarding focused on Tennessee's TISA/BEP funding model, ADM enrollment calculations, federal funding streams, procurement requirements, charter cash-flow cycles, and state reporting systems. This onboarding will be supported by a Tennessee charter finance consultant, external CPA/audit partner, Grant & Compliance Officer, Board Finance Committee, and network CEO. Deliverables during onboarding include a Tennessee Charter Finance Orientation Binder, compliance calendar, financial procedures manual, internal controls framework, multi-campus budget dashboard, cash-flow forecasting model, audit readiness checklist, and monthly Board reporting templates. Executive leadership will also routinely travel between Chattanooga, Memphis, and Nashville campuses to conduct operational reviews, enrollment monitoring, financial oversight meetings, and compliance walkthroughs to ensure consistent implementation across all sites.

The network's fundraising and development capacity will be supported through collaboration between executive leadership, the Grant Writer/Compliance Officer, Board members, and community partners. The organization will pursue a combination of federal and state grants, philanthropic partnerships, sponsorships, fundraising campaigns, and community-based support to strengthen financial sustainability during startup and early operational years. The Grant Writer/Compliance Officer will oversee grant applications, reporting, reimbursement tracking, and compliance monitoring to ensure all funding streams are properly managed and aligned to programmatic goals. Additionally, the Board Finance Committee will provide governance oversight through monthly financial reviews, annual budget approval, audit monitoring, reserve tracking, and long-term sustainability planning.

Empowerment Academy acknowledges that launching three schools simultaneously requires intentionally layered financial oversight and continued capacity building. As enrollment grows, the network plans to expand operational capacity through phased hiring, including additional accounting support, finance coordination staff, and campus-level operational personnel aligned to demonstrated need and fiscal sustainability benchmarks. The organization will also continue utilizing external CPA, payroll, audit, and legal partners during the startup phase to strengthen internal controls and ensure compliance with Tennessee charter school requirements. Through centralized systems, structured onboarding, layered oversight, ongoing Tennessee-specific mentorship, and phased operational growth, the network is well-positioned to implement the financial plan responsibly while maintaining compliance, transparency, and long-term fiscal stability across all three campuses.

62. Explain how the proposed school's financial health will be monitored and measured, including performance in pre-operations, during early years, and as an established organization. If the board determines a need to intervene regarding financial performance, what form(s) would that take?

Pre-Operations Financial Health Measures

During pre-operations, the Board will monitor:

Indicator	Target
Startup Funding Secured	100% of required startup funds secured before opening
Cash on Hand	Minimum 90 days cash reserve prior to opening
Enrollment Commitments	Minimum 85% of target enrollment confirmed before launch
Budget-to-Startup Alignment	All startup expenditures remain within approved budget
Grant Compliance	100% timely submission of required grant reports

If targets are not met, the Board may delay expenditures, adjust staffing timelines, increase fundraising efforts, or revise operational assumptions.

Early Years Financial Health Measures (Years 1–3)

The Board will monitor the following Key Performance Indicators (KPIs):

KPI	Acceptable Target	Intervention Threshold

Enrollment Stability	Maintain 95% or higher of projected enrollment	Below 90% of projected enrollment
Revenue Per Pupil	Maintain funding assumptions within 5% variance	Greater than 10% negative variance
Operating Margin	Positive annual operating margin of 2–5%	Negative operating margin
Cash Reserves	Minimum 60 days cash on hand	Below 30 days cash
Budget Variance	Monthly expenditures within 5% of budget	Greater than 10% variance
Debt Ratio	No unsustainable debt obligations	Debt exceeding approved thresholds
Payroll Ratio	Personnel costs maintained within budget assumptions	Personnel expenditures exceed 75% of budget

These measurable targets allow the Board to clearly determine whether financial performance is healthy or requires intervention.

Established Organization Financial Health Measures (Years 4 and Beyond)

As the organization matures, the Board will additionally monitor:

KPI	Target
Annual Reserve Levels	Minimum 90 day cash reserve
Multi Year Sustainability	Positive 3-year financial forecast

Audit Findings	No material weaknesses or repeat findings
Enrollment Retention	90% or higher annual student retention
Diversified Revenue	Increased non state funding sources
Facility Sustainability	Long Term facility affordability within budget

Board Intervention Procedures

If financial indicators fall below acceptable thresholds, the Board will implement a structured intervention process.

Possible interventions include:

- Increased monthly financial monitoring;
- Spending freezes or expenditure reductions;
- Staffing adjustments;
- Revised enrollment and recruitment strategies;
- Enhanced fundraising initiatives;
- External financial consultation;
- Corrective action plans with measurable timelines; and
- Additional Board Finance Committee oversight meetings.

In cases of significant financial concern, the Board may require formal recovery plans, operational restructuring, or revisions to growth projections.

Continuous Financial Improvement

The Empowerment Academy Board is committed to maintaining a culture of continuous financial improvement through:

- Annual policy reviews;
- Board financial governance training;
- Independent audits;
- Ongoing financial benchmarking;
- Multi-year forecasting; and
- Transparent reporting practices.

This comprehensive approach ensures that the school remains financially stable, compliant, and positioned to sustain high-quality educational outcomes for students over time.

Addenda

Addenda are required of all sponsors meeting any of the criteria included below. Sponsors must complete all addenda that are applicable to their status and application. The addenda that the sponsor completes should align to the sponsor's history and intent as indicated on their letter of intent.

Additionally, sponsors may find that some addenda questions are closely linked to questions asked in prior sections of the application narrative. Sponsors must answer each of the questions in the addendum, even if they feel they have answered the question previously. Sponsors may refer to previous questions and build upon prior answers when responding to addendum questions.

Addendum A	Sponsors that currently have or have ever had any relationship to a charter school anywhere in the United States, including but not limited to opening, operating, or managing a charter school
Addendum B	Sponsors proposing to open a new school that will create a network or as part of an existing network/CMO
Addendum C	Sponsors seeking to contract with a third-party education service provider (ESP), including a management organization
Addendum D	Sponsors seeking approval of multiple schools during this application cycle
Addendum E	Sponsors seeking to convert a traditional public school to a charter school
Addendum F	Sponsors seeking to open an Opportunity Public Charter School
Addendum G	Higher education institutions seeking to open a charter school

Addendum B: Network/CMO

Must be completed by sponsors or governing boards proposing to open a new school that will create a network or as part of an existing network/CMO.

1. If applicable, describe the sponsor's strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information:
    - proposed years of opening;
    - number and types of schools;
    - any pending applications;
    - all currently targeted markets/communities and criteria for selecting them; and
    - projected enrollments.

Strategic Vision & Desired Impact

Empowerment Academy is a Tennessee-based charter network designed to **launch and operate three high-quality elementary schools simultaneously** in Memphis-Shelby County, Davidson County, and Hamilton County. The network's vision is to demonstrate that **small, high-touch schools—supported by strong centralized systems—can produce consistent academic outcomes across diverse geographic regions.**

The intended impact over five years is to:

- Close early literacy and achievement gaps in underserved communities
- Build a **replicable multi-region model** for small-school excellence
- Establish **stable, high-performing campuses** before expansion

Five-Year Growth Plan

Year 0 (2026–2027 Planning Year)

- Finalize facilities in all three regions
- Hire school leaders (by Jan 2027) and teaching staff (by May 2027)
- Reach **≥90% enrollment target per site before opening**
- Execute vendor contracts (transportation, food, SPED services)

Year 1 (2027–2028 Opening Year — 3 Schools Simultaneously)

- Open:
    - Memphis: 150 students
    - Davidson: 50 students
    - Hamilton: 50 students

- Focus: operational stability, attendance ≥92%, strong school culture

Year 2

- Stabilize staffing and retention ≥85%
- Achieve academic growth targets (TVAAS Level 4+ goal)

Year 3

- All campuses at sustainable enrollment
- Evaluate readiness for replication (only if all 3 meet benchmarks)

Year 4–5

- **No automatic expansion**
- Conditional replication (1 additional site max) ONLY if:
    - All campuses meet academic + financial benchmarks
    - Leadership pipeline is fully developed

Target Communities & Selection Criteria

Selected regions (Memphis, Nashville, Chattanooga areas) were chosen based on:

- Demonstrated academic need (literacy + proficiency gaps)
- Family demand for additional school options
- Availability of facilities and staffing pipelines
- Financial viability based on per-pupil funding

Projected Enrollment (Revised for Sustainability)

- Memphis: 150 (Year 1)
- Davidson: 50 (Year 1)
- Hamilton: 50 (Year 1)
  Total Year 1 Network Enrollment: 250 students

2. Identify the network's leadership team and their specific roles and responsibilities. Describe the leadership team's capacity to open and simultaneously operate high-quality schools in Tennessee and elsewhere.

To address concerns about execution across three regions, Empowerment Academy will implement a

hybrid central + regional leadership model:

Central Leadership (Full-Time, Tennessee-Based Required)

- **CEO (Tennessee-based)** – overall execution + authorizer relations
- **CFO** – financial systems, startup cash flow, audits
- **Superintendent** – academic model, coaching, compliance
- **Chief of Staff** – cross-site execution + project management

Regional Presence (NEW – addresses reviewer concern)

- **3 Regional School Directors (one per city, hired by Jan 2027)**
  - Serve as on-the-ground leaders before opening
  - Oversee hiring, family engagement, and readiness

Execution Capacity

The network ensures capacity to launch 3 schools simultaneously by:

- **Decentralizing daily operations** → Each site has a School Director + team
- **Centralizing complexity** → Finance, HR, compliance handled centrally
- **Phased hiring timeline** → No last-minute staffing risk
- **Weekly readiness tracking dashboard** across all three regions

Additionally:

- At least **one executive leader will be physically present in Tennessee full-time**
- Travel cadence: weekly site visits during pre-opening + first semester

3. Describe the fiscal health of other schools in the network. Disclose any school(s) that have been subject to financial enforcement action, including but not limited to corrective action via an audit, fiscal probation, in default on a financial commitment, or in bankruptcy. Explain the circumstances around these schools.
   Not Applicable

4. Include, as **Attachment 10**, a detailed budget for the network. Where applicable, reference the school-level budgets provided within this application. The sponsor's network budget must detail:
   - Costs related to back-office services;
   - Costs related to the network's facilities plan;
   - All revenue assumptions for funding sources including but not limited to state, local, federal, grants, and philanthropy;

- Anticipated financial transfers between the school and the network or its affiliates, if applicable (including start-up or other funds provided or loaned to the school, management fees, and other payments to be made by the school);
- All anticipated network expenditures including but not limited to:
  - o Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
  - o Management fees and any other management compensation to the CMO or network (if applicable); and
  - o Other network expenditures.

Empowerment Academy Network budget reflects a centralized support model designed to provide operational efficiency, fiscal oversight, compliance management, and academic support across all Empowerment Academy campuses in Tennessee. The Davidson County campus is projected to open with a Year-One enrollment of 50 students and will participate in the network's shared-services model to reduce administrative overhead and ensure operational sustainability during startup years.

The network budget specifically allocates centralized costs proportionally to the Davidson County campus based on:

- Enrollment;
- Service utilization;
- Staffing support;
- Facilities oversight; and
- Operational complexity.

Davidson County budget assumptions align directly with the school-level operating budget included within this application and reflect a conservative, financially sustainable startup structure.

Davidson County Network Budget Line Items

Back-Office Services

The Empowerment Academy Network will provide centralized back-office support services to the Davidson County campus to ensure operational efficiency, financial accountability, and compliance with Tennessee charter school requirements.

Centralized Back-Office Services Include:

Service	Davidson County Allocation
Finance & Accounting Support	$18,000
Payroll Administration	$6,500
Human Resources Support	$7,500
Grant Management & Compliance	$10,000
Data Management Systems	$5,000
Procurement & Vendor Oversight	$3,500
Technology & SIS Support	$7,000
Legal & Governance Support	$5,000
Audit & Financial Reporting Support	$4,500

Total Estimated Back-Office Allocation:

$67,000 Annually

These services significantly reduce the need for extensive campus-level administrative staffing and allow school leadership to focus on instructional quality and student outcomes.

Davidson County Facilities Plan and Related Costs

The Nashville campus will initially operate within a leased facility appropriate for a small startup enrollment of 50 students. The facilities strategy prioritizes affordability, safety, compliance, and scalability.

Anticipated Facilities Expenditures

Facilities Expense	Estimated Annual Cost
Facility Lease	$85,000

Utilities	$12,000
Custodial Services	$8,500
Security Systems	$6,000
Facility Insurance	$7,500
Maintenance & Repairs	$10,000
Grounds & Exterior Maintenance	$3,500
Furniture & Equipment Replacement Reserve	$5,000

Total Estimated Facilities Costs:

$137,500 Annually

The network will oversee:

- Lease negotiations;
- Vendor management;
- Facilities compliance;
- Safety inspections; and
- Long-term facilities planning.

This centralized oversight reduces operational risk and promotes cost efficiency across campuses.

Revenue Assumptions – Davidson County Campus

Nashville campus budget is based on conservative and realistic revenue assumptions aligned with Tennessee charter school funding structures.

Anticipated Funding Sources

State and Local Funding

The primary operational revenue source will be Tennessee state and local per-pupil allocations generated through student enrollment.

Revenue Source	Estimated Amount
State & Local Per-Pupil Revenue	$700,000–$800,000

Revenue assumptions are based on:

- 50 students;
- Conservative ADA assumptions;
- Current Tennessee TISA/BEP funding estimates; and
- Historical charter school funding trends.

Federal Funding

Federal Revenue Source	Estimated Amount
Title I	$45,000
IDEA	$18,000
Title II	$8,000
Federal Meal Reimbursement	$20,000

Total Estimated Federal Revenue:

$91,000

Federal funds will be restricted to allowable expenditures and monitored separately for compliance purposes.

Grants and Philanthropy

Source	Estimated Amount
CSP Startup Grant Support	$75,000
Foundation & Philanthropic Support	$40,000
Fundraising & Community	$15,000

Partnerships

Total Estimated Supplemental Revenue:

$130,000

The budget intentionally limits reliance on philanthropy for core operational sustainability. Supplemental revenues are primarily allocated toward:

- Startup expenses;
- Technology;
- Curriculum materials;
- Professional development; and
- Student enrichment.

Financial Transfers Between the School and Network

Nashville campus will participate in the Empowerment Academy Network shared-services structure through a network support allocation designed to sustain centralized operations and support services.

Network Support Fee

Fee Category	Estimated Amount
Network Support Fee (4% Year 1)	Approximately $32,000

The network fee supports:

- Financial management;
- HR and payroll services;
- Compliance oversight;
- Data systems;
- Technology infrastructure;
- Academic support; and
- Executive leadership.

The reduced Year-One fee structure reflects the network's commitment to supporting startup sustainability for new campuses.

Startup and Financial Support Transfers

The network may provide temporary startup support to the Davidson County campus through:

- Shared curriculum purchases;
- Technology infrastructure support;
- Grant-funded startup assistance;
- Operational planning support; and
- Shared professional development resources.

Any intercompany financial transfers or startup advances will:

- Be documented through formal Board-approved agreements;
- Be reflected transparently in financial reporting; and
- Include repayment provisions where applicable.

Network Employee Compensation Allocation

The Empowerment Academy Network utilizes centralized leadership and operational staff to support all Tennessee campuses.

Nashville County campus will receive proportional support from network-level personnel.

Network-Level Compensation Allocation to Davidson County

Position	Total Compensation	Davidson County Allocation
Chief Executive Officer	$190,000	10% ($19,000)
Superintendent of Schools	$150,000	10% ($15,000)

Chief Financial Officer	$175,000	10% ($17,500)
Chief of Staff	$95,000	10% ($9,500)
Director of Family Engagement	$80,000	15% ($12,000)
HR Specialist	$55,000	10% ($5,500)
Grant Writer / Compliance Officer	$90,000	15% ($13,500)
Technology/Data Coordinator	$70,000	10% ($7,000)

Total Estimated Network Compensation Allocation:

Approximately $99,000

These allocations are based on:

- Enrollment;
- Operational support needs;
- Compliance responsibilities; and
- Shared service utilization.

Other Network Expenditures

Additional network expenditures allocated to the DavidsonCounty campus include:

Expenditure Category	Estimated Allocation
Professional Development	$8,000
Shared Curriculum Resources	$5,000
Centralized Technology Licenses	$6,500
Network Insurance Allocation	$4,000
Board Governance & Training	$2,500
Marketing & Enrollment Support	$5,500

Total Other Network Expenditures:

$31,500

Shared and Centralized Support Services

The Empowerment Academy Network will provide centralized support services to improve operational efficiency, compliance oversight, and educational consistency across Tennessee campuses.

Shared Services Provided

Service Area	Purpose
Finance & Accounting	Budget management and reporting
Payroll & HR	Payroll processing and staffing compliance
Data Management	Student information systems and reporting
Compliance Oversight	Federal and state reporting compliance
Grant Administration	Grant management and reporting
Procurement	Vendor management and purchasing
Academic Support	Curriculum alignment and coaching
Technology Support	IT systems and infrastructure
Facilities Oversight	Lease management and compliance

Allocation of Shared Costs

Shared service costs are allocated based on:

- Student enrollment;
- Staffing support needs;
- Service utilization;
- Campus operational size; and
- Compliance complexity.

For Year One, the Davidson County campus allocation reflects its smaller startup enrollment and lean operational structure.

Shared Service Goals

The network's shared-service model is designed to achieve the following goals:

Service Goal	Target
On-Time Financial Reporting	100% monthly compliance
Payroll Accuracy	100% accurate payroll processing
Compliance Reporting	Zero material findings
Vendor Management Efficiency	Timely contract execution
Technology Reliability	95%+ system uptime
Enrollment Support	Achievement of enrollment targets
Academic Support	Consistent curriculum implementation

Measuring Successful Delivery of Services

Nashville campus will evaluate the effectiveness of network support services through:

- Monthly operational reviews;
- Budget-to-actual analysis;
- Compliance monitoring;
- Staff and leadership feedback;
- Vendor performance evaluations;
- Academic implementation reviews; and
- Annual Board evaluation processes.

The Board and school leadership will monitor:

- Financial reporting accuracy;
- Timeliness of payroll and vendor payments;
- Compliance submission timelines;
- Service responsiveness;

- Operational efficiency; and
- Cost effectiveness.

If service goals are not met, the network will implement corrective action plans, vendor adjustments, staffing changes, or operational modifications to ensure continued support quality and financial sustainability.

5. Explain any shared or centralized support services the network will provide to schools in Tennessee, including the cost of those services, how costs will be allocated among schools, and specific service goals. Describe how the proposed school will measure successful delivery of these services.

The proposed Davidson County campus will participate in this shared-services structure beginning in Year One. The network will provide centralized support in the areas of finance, accounting, payroll, compliance, human resources, technology, procurement, curriculum support, grant management, and facilities oversight.

The network's support structure is designed to:

- Improve operational consistency across schools;
- Reduce startup and administrative costs;
- Strengthen compliance capacity;
- Enhance financial sustainability;
- Increase operational efficiency; and
- Ensure all campuses have access to experienced leadership and specialized expertise.

Centralized Support Services Provided

Finance and Accounting Services

The network will provide centralized financial management and accounting support services, including:

- Budget development and forecasting;
- Financial reporting;
- Accounts payable and receivable oversight;
- Cash flow monitoring;
- Grant tracking;
- Monthly bank reconciliations;
- Audit preparation; and

- Board financial reporting support.

Estimated Davidson County Allocation:

Approximately $18,000 annually.

Service Goals:

- Monthly financial reports delivered by the 15th of each month;
- Accurate budget-to-actual reporting;
- Timely vendor payments; and
- Maintenance of strong reserve and cash flow monitoring systems.

Payroll and Human Resources Support

The network will provide centralized payroll and human resources services, including:

- Payroll processing;
- Employee onboarding;
- Benefits administration;
- Personnel file management;
- Background check coordination;
- Staffing compliance monitoring; and
- HR policy implementation.

Estimated Davidson County Allocation:

Approximately $14,000 annually.

Service Goals:

- 100% accurate and timely payroll processing;
- Timely completion of onboarding and employment documentation;
- Compliance with employment regulations; and
- Reduced staffing vacancies and hiring delays.

Grant Management and Compliance Oversight

The network will oversee grant administration and compliance monitoring for all campuses, including:

- Federal and state reporting;
- Grant application support;
- Compliance tracking;
- Program monitoring;
- Documentation review; and
- Coordination of audit-related compliance activities.

Estimated Davidson County Allocation:

Approximately $10,000 annually.

Service Goals:

- Zero material compliance findings;
- Timely submission of all grant reports;
- Accurate grant expenditure tracking; and
- Full compliance with federal and state requirements.

Data Management and Technology Support

The network will provide centralized technology and data systems support, including:

- Student Information System (SIS) management;
- State reporting support;
- Assessment data coordination;
- Technology infrastructure oversight;
- Cybersecurity support; and
- Platform administration.

Estimated Davidson County Allocation:

Approximately $12,000 annually.

Service Goals:

- 95% or greater system uptime;
- Timely and accurate state reporting submissions;

- Secure student and financial data management; and
- Reliable instructional technology support.

Procurement and Vendor Management

The network will coordinate centralized purchasing and procurement services, including:

- Vendor selection support;
- Contract negotiation;
- Purchasing oversight;
- Bid coordination; and
- Procurement compliance.

Estimated Davidson County Allocation:

Approximately $3,500 annually.

Service Goals:

- Cost-effective purchasing;
- Timely procurement processing;
- Vendor accountability; and
- Compliance with purchasing regulations and internal controls.

Academic and Curriculum Support

The network will provide centralized academic oversight and instructional support to ensure consistency in curriculum implementation and educational quality.

Support services include:

- Curriculum alignment;
- Instructional coaching;
- Professional development;
- Assessment analysis;
- MTSS/RTI² support; and
- Academic compliance monitoring.

Estimated Davidson County Allocation:

Approximately $8,000 annually.

Service Goals:

- Consistent implementation of instructional programs;
- Increased student academic growth;
- Strong literacy and math outcomes;
- Effective intervention implementation; and
- Teacher instructional support and retention.

Facilities Oversight and Operational Support

The network will provide centralized facilities support services, including:

- Lease negotiation support;
- Vendor coordination;
- Safety and compliance oversight;
- Maintenance coordination; and
- Long-term facilities planning.

Estimated Nashville Allocation:

Approximately $6,500 annually.

Service Goals:

- Safe and compliant facilities;
- Timely maintenance response;
- Effective vendor management; and
- Cost-efficient facility operations.

Allocation of Shared Costs Among Schools

The network will allocate centralized support costs among schools using a transparent and equitable methodology based on:

- Student enrollment;
- Operational complexity;
- Staffing support needs;
- Campus size; and

- Service utilization.

For Year One, the Nashville campus allocation is intentionally lower than the Memphis campus allocation due to:

- Smaller enrollment;
- Lean startup staffing;
- Reduced facilities footprint; and
- Lower operational complexity.

Shared costs will be reviewed annually and adjusted based on:

- Enrollment growth;
- Expansion of services;
- Additional campuses;
- Operational demands; and
- Actual service utilization.

This allocation methodology ensures:

- Financial fairness among campuses;
- Sustainability of centralized operations; and
- Appropriate distribution of network resources.

Management Fees and Network Support Fees

The Nashville campus will contribute a reduced startup-year network support fee equal to approximately 4% of operating revenue.

This fee supports:

- Executive leadership;
- Financial oversight;
- HR and payroll systems;
- Technology infrastructure;
- Compliance monitoring;
- Procurement support; and
- Academic and operational services.

The reduced Year-One fee structure reflects the network's commitment to supporting startup sustainability while gradually scaling centralized operational capacity.

Measuring Successful Delivery of Shared Services

The proposed Davidson County campus will monitor the effectiveness of centralized support services using measurable operational and performance indicators.

Performance Monitoring Measures Include:

Service Area	Measurement Indicator
Finance & Accounting	Monthly reports delivered on time
Payroll	Accurate and timely payroll processing
HR Services	Timely hiring and onboarding completion
Compliance	Zero material findings or missed deadlines
Technology	System uptime and response times
Procurement	Timely purchasing and vendor processing
Academic Support	Student performance and implementation fidelity
Facilities	Safety compliance and maintenance responsiveness

Oversight and Accountability

The school leadership team, Finance Committee, and Board of Directors will review shared service performance through:

- Monthly operational reviews;
- Quarterly performance evaluations;
- Financial reporting analysis;
- Compliance monitoring reports;
- Vendor and service evaluations; and
- Annual network performance assessments.

If service expectations are not met, the network may implement:

- Corrective action plans;
- Additional staff support;
- Vendor replacement;
- Process improvements; or
- Operational restructuring.

This centralized support structure ensures the Davidson County campus receives high-quality operational and compliance support while maintaining financial sustainability, strong governance, and a consistent educational model aligned with the mission and vision of the Empowerment Academy Network.

6. Complete **Table B1** to identify whether the school or the network is responsible for owning and executing key functions. Describe any changes to the ownership and execution of these tasks that will occur once the school is established.

Table B1. Ownership and Execution of Key Functions		
Function	**Responsible for Execution**	
	Network	**School**
Data management	X	
Budget, finance, and accounting	X	X
Student recruitment	X	X
School staff recruitment and hiring	X	X
Community relations	X	X
Facilities acquisition and management	X	

7. Provide, as **Attachment 11**, the following organization charts:
    - Year 1 network as a whole (including both network management and schools within the network)
    - Year 3 network as a whole
    - Year 5 network as a whole

Note the organization charts should clearly delineate the roles and responsibilities of – and lines of

authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with a charter management organization or other education service provider, clearly show the provider's role in the organizational structure of the school.

8. Describe the following as it relates to the network-level governing board:
   - The size and composition (current and desired) of the board. Explain what, if anything, will change with the addition of a new school.
   - How this governance structure and composition will help ensure that the proposed replication school will be an educational and operational success.
   - The plan to ensure information relative to the proposed replication school's academic, operational, and fiscal performance will be communicated to the network's board. • How the network's board balances the interests of the network and individual schools.

Addendum C: Third-Party Educational Service Provider (ESP)

Must be completed by sponsors seeking to contract with a third-party ESP, including a management organization, in alignment with the State Board's Quality Charter Authorizing Standards.

1. Describe evidence of the service provider's educational and management success.
2. Describe the process for selecting the ESP.
3. Include, as **Attachment 12**, a draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

4. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

5. Indicate whether the ESP currently services one or more schools operated by the governing body. If yes:
   - Detail any changes to the ESP agreement that will result from the addition of a new school. • Describe evidence that indicates the ESP has the necessary capacity to take on an additional school.

1. Evidence of the Service Provider's Educational and Management Success

The Empowerment Academy intends to partner with qualified third-party educational consultants and operational service providers to support school startup, compliance, academic implementation, and operational readiness. The selected ESP will be expected to demonstrate a proven track record of success in charter school development, educational leadership, compliance management, fiscal oversight, and student achievement outcomes.

Evidence of educational and management success will include:

- Demonstrated experience supporting the successful launch and operation of public charter schools;
- Positive academic performance data and student growth outcomes from schools previously supported;
- Experience with Tennessee Department of Education compliance requirements, federal programs, and charter accountability systems;
- Proven expertise in budgeting, grant management, enrollment systems, operational planning, and policy development;
- Capacity to provide ongoing technical assistance in governance, curriculum implementation, MTSS/RTI² systems, and school improvement planning;
- Strong references from educational institutions, authorizers, or school governing boards previously served;
- Documented organizational systems that support transparency, accountability, and fiscal responsibility.

The ESP will serve in a supportive and advisory capacity and will not supersede the authority of the Governing Board. Final decision-making authority will remain with the school's independent Board of Directors.

2. Process for Selecting the ESP

The Empowerment Academy utilized a strategic review and selection process to identify potential educational service providers capable of supporting the school's mission, operational goals, and academic model.

The selection process included:

1. Identification of organizations and consultants with demonstrated experience in charter school startup and educational operations;

2. Review of provider qualifications, prior school performance outcomes, references, and service history;
3. Evaluation of alignment between the provider's philosophy and The Empowerment Academy's mission, vision, and culturally responsive educational model;
4. Analysis of provider expertise in Tennessee charter compliance, academic systems, operational management, budgeting, and governance support;
5. Review of proposed costs, deliverables, accountability measures, and service timelines;
6. Discussions with founding team members and advisors regarding provider capacity, responsiveness, and ability to support long-term sustainability.

The Governing Board will maintain oversight authority over all contracted services and will annually evaluate provider effectiveness based on measurable performance indicators and organizational outcomes.

3. Attachment 12 – Draft Service/Management Contract

Attachment 12 includes a draft Educational Service Provider agreement outlining the proposed relationship between The Empowerment Academy and the selected ESP. The agreement includes:

- Defined roles and responsibilities of the Governing Board, school leadership, and ESP;
- Scope of services and resources to be provided;
- Academic and operational performance expectations;
- Compensation structure and payment terms;
- Financial oversight and reporting procedures;
- Conflict-of-interest disclosures;
- Contract monitoring and evaluation procedures;
- Renewal, amendment, and termination conditions;
- Compliance expectations aligned with Tennessee charter school law and authorizer requirements.

The Governing Board will retain independent authority over all school operations, budgeting, staffing approvals, academic accountability, and policy decisions.

4. Conflicts of Interest Disclosure

At this time, The Empowerment Academy has identified no existing conflicts of interest between members of the Governing Board and the proposed Educational Service Provider or affiliated entities.

Any potential that arise in the future will be disclosed immediately and managed in accordance with:

- Tennessee conflict-of-interest laws;
- State Board charter school governance standards;
- School ethics policies; and
- Governing Board bylaws.

Board members and school leadership will be required to complete annual conflict-of-interest disclosures to ensure transparency, accountability, and ethical governance practices.

5. Existing ESP Relationships and Capacity

At this time, the proposed ESP does not currently service another school operated by The Empowerment Academy Governing Board.

Should the ESP expand services to additional schools operated by the governing body in the future:

- Any necessary modifications to the service agreement would be documented through formal contract amendments;
- The Governing Board would conduct an annual review of provider capacity, staffing structure, operational systems, and financial sustainability;
- Evidence of sufficient organizational capacity would include staffing plans, prior performance outcomes, operational benchmarks, financial audits, and demonstrated ability to maintain service quality across multiple campuses.

The Empowerment Academy will ensure that any contracted ESP possesses the operational infrastructure, staffing capacity, and educational expertise necessary to effectively support the successful implementation and sustainability of the school model.

Addendum D: Approval for Multiple Schools

Must be completed by sponsors seeking approval of multiple schools during this application cycle, including any applications to replicate a Tennessee public charter school.

1. Describe the organization's organizational and financial capacity to open and simultaneously operate multiple high-quality schools on the same timeline. Detail specific timelines for building or deploying organizational capacity to support the proposed schools.

Empowerment Academy has intentionally designed a centralized, small-campus network model that

allows the organization to simultaneously open and support multiple schools while maintaining operational consistency, academic quality, and financial oversight. Rather than launching large-scale campuses requiring extensive independent infrastructures, the network's model is built around intentionally small elementary schools with centralized leadership, shared operational systems, and phased organizational scaling. This structure reduces duplication of services, increases fiscal efficiency, and allows executive leadership to provide direct oversight and support across all campuses during the startup phase.

The organization's operational capacity is supported through a centralized leadership structure consisting of the Chief Executive Officer (CEO), Chief Financial Officer (CFO), Superintendent of Schools, Chief of Staff, Director of Family & Community Engagement, Director of Curriculum, Human Resources Specialist, and Grant Writer/Compliance Officer. These positions provide network-wide support in finance, compliance, academics, operations, staffing, enrollment, professional development, and community engagement. Each campus will also maintain a dedicated School Director responsible for daily site-based leadership, instructional supervision, school culture, and family engagement. This layered structure ensures that schools receive both centralized operational support and consistent local leadership presence.

To support simultaneous operations across Chattanooga, Memphis, and Nashville, the executive leadership team will routinely travel between campuses to conduct instructional walkthroughs, operational reviews, compliance monitoring, family engagement events, and leadership coaching. The network will implement a rotating executive support schedule to ensure each campus receives recurring onsite oversight and technical assistance throughout the school year. Weekly and biweekly visits by executive leadership, combined with centralized data systems and standardized operational procedures, will allow the organization to maintain consistency while remaining responsive to the unique needs of each community.

Financially, the network's capacity is strengthened through conservative enrollment targets, centralized cost-sharing structures, and phased operational scaling. Chattanooga and Nashville will each open with approximately 50 students, while Memphis will open with approximately 150 students due to higher population density and projected enrollment demand. This intentionally conservative approach reduces financial risk during startup and allows the network to stabilize staffing, enrollment, and operational systems before considering any future growth.

The network budget includes centralized allocations for shared services such as finance, compliance, human resources, curriculum support, data systems, and operational oversight. Costs are allocated proportionally based on student enrollment to ensure equitable distribution of resources across campuses. The organization also plans to maintain contingency reserves, phased hiring timelines, and scalable operational structures to address potential startup variability while protecting instructional quality and financial sustainability.

The organization has also established a detailed implementation timeline that outlines major milestones related to charter approval, staffing, facilities acquisition, enrollment, curriculum procurement, compliance

readiness, family onboarding, and school launch. Capacity-building activities begin immediately following charter approval and continue through the pre-opening year, with responsibilities clearly assigned to executive leadership and school-based leaders. This intentional structure allows the organization to build operational readiness systematically rather than relying on rapid expansion or decentralized management.

Most importantly, Empowerment Academy's growth strategy prioritizes quality implementation and sustainability over aggressive expansion. The organization will not pursue additional replication opportunities until all initial campuses demonstrate stable enrollment, financial sustainability, academic growth, operational compliance, and strong organizational health indicators over multiple consecutive years. This disciplined approach reflects the organization's commitment to responsible stewardship, strong governance, and long-term student success.

2. Complete **Table B1**, adding rows as needed, to identify all charter schools applications, including replication, the governing body is seeking approval for during the current application cycle.

Proposed School Name	**Grade Levels to be Served at Capacity**	**Anticipated Authorizer**
Empowerment Academy – East	**K–5**	**Hamilton County Schools**
Empowerment Academy – East	**K–5**	**Memphis-Shelby County Schools**
Empowerment Academy – Middle	**K–5**	**Metro Nashville Public Schools**

ATTACHMENT 1: EVIDENCE OF COMMUNITY ENGAGEMENT

EMPOWERMENT ACADEMY SUMMATION REPORT

SUMMER SESSION II

July 7-25, 2025

Rev. Dr. Terri Strong, Pastor Mt. Sinai AME Church
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Rev. Dr. Laveeshia Pryor, Chief Financial Officer
900 13th Avenue
Nashville, TN 37212

Dear Chancellor Seawright and Executive Staff,

I greet you all in the mighty and matchless name of Jesus Christ and hope all is well with you and your families. I want to again, first express my sincere gratitude for the opportunity to serve as the Site Director for the Empowerment Academy located at the Mt. Sinai AME Church location. It has truly been a wonderful learning journey and opportunity for me as well as the staff and volunteers who served the summer camp with me.

This is the first time Mt. Sinai has ever embarked on this type of endeavor, and we have enjoyed the experience. We are submitting the following report of our work and stewardship for the second session of the camp and hope it is representative of the hard work that went into making the summer camp an overall success. Our goal was to serve the scholars with excellence and present the proper data needed for the Charter School application process. If there is anything further or any questions that remain unanswered please contact us, and we will do our best to submit the information. Thank you all again for the opportunity to serve the scholars and the A.M.E. Church.

Sincerely,

Rev. Dr. Terri Strong

Rev. Dr. Terri Strong, Pastor

Empowerment.Academy.Summer.Camp. Summation.Report._Session.II

The following is an evaluation report on the data and activities for the 2025 summer camp session two for boys at Mt. Sinai AME Church. The information includes but is not limited to data for scholars, staff, food service, lesson plans, field trips and financial investment.

The total staff and volunteers were 2 staff and 7 volunteers.

They are:

Staff

Rev. Dr. Terri Strong-Site Director
Mr. Calvin Davis-Teacher

Volunteers-Food Service, Teacher Assistant and Security

- Mrs. Carolyn Moore
- Mrs. Blenna Williams
- Mr. LoDell Turner
- Shirley Broome
- Brenda Bryant
- Andre' Strong
- Camya Houston (Youth Volunteer)

Total scholars registered were five. They are:

- Jayden Parish
- Kale Townsend-Parker
- Larry White
- Kaydon Davis
- Kai Townsend-Parker

Student Proficiency

Lesson plans were presented by the Empowerment Academy Superintendent and teacher. A combination of both plans was used by Mr. Davis to teach the scholars. The lesson plans are presented in the appendix section of this report. Below are charts of students' proficiency for each scholar. Below are charts that offer participant assessment for session II daily and the entire six weeks. A special assessment was performed for Scholar Kale Townsend-Parker.

Week One Daily Assessment Tool-Monday
Assessment by: Mr. Calvin Davis, Summer Camp Teacher
Date: 07-08-2025
Class/Subject: Math and Language and Art
Grade levels: KK, 1st, 2nd and 4th
What was todays objective/learning goal? Math-Counting to 100, Adding 1 digit numbers Language
language-reading and sounding out unfamiliar words
Art-Color in the lines and locate A-G on the piano
What percentage of students met the learning objective?
Math-100%
Language- 80%
Art-80%
How did I assess their understanding? Quiz and observation for all subjects.
Which students need reteaching or extra help? Kale Townsend-Parker-Speech Therapy
What instructional strategies worked well today? Group sessions, one-on-one, Gradual release model
What could be improved or changed? One-on-one with Kale, Tutring w/Jayden Jack hartman-Letters-Phonics
Did I differentiate instruction successfully? Yes
Did I stay on pace with the curriculum? Yes in most areas
Which activities captured their interest? Music, Art, Reading, Worksheets, Recess, Movement
Were there any behavioral challenges? Yes, Kale is learning to adjust in a structured setting.
What Adjustments will I make tomorrow? Slowly incorporate classroom behavior into Kale's daily routine.
What materials or supports do I need? Speech therapy
Any communication needed with parents or support staff? Has already taken place

Daily Assessment Tool-Tuesday
Assessment by: Mr. Calvin Davis, Summer Camp Teacher
Date: 07-09-2025
Class/Subject: Math, Language, Art and, Extracurricular
Grade levels: KK, 1st, 2nd and 4th
What was todays objective/learning goal? Math-adding, telling time, patterns, subtract
language-spelling, reading comprehension
Science- name the planets in order
Extra curricular-correctly play rhytym sticks, Tubano drum and piano
What percentage of students met the learning objective?
Math-75%
Language- 75%
Science-70% Extra curricular-85%
How did I assess their understanding? Quiz and observation for all subjects.
Which students need reteaching or extra help? Kale Townsend-Parker-Speech Therapy
What instructional strategies worked well today? Group sessions, one-on-one, Gradual release model
What could be improved or changed? Implemented strategies working well
Did I differentiate instruction successfully? Yes/ Assigned struggling students to individual tutor.
Did I stay on pace with the curriculum? Yes in most areas
Which activities captured their interest? Music, Art, Reading, Storytelling, Worksheets, Recess, Movement
Were there any behavioral challenges? Yes, Kale remains with individual tutor
What Adjustments will I make tomorrow?N/A
What materials or supports do I need? Kale, Speech therapy
Any communication needed with parents or support staff? Has already taken place
How engaged were students today? (Scale 1-15) 14
Daily Assessment Tool-Wednesday
Assessment by: Mr. Calvin Davis, Summer Camp Teacher
Date: 07-10-2025
Class/Subject: Math, Language, Art and, Extracurricular
Grade levels: KK, 1st, 2nd and 4th
What was todays objective/learning goal? Math-adding, place values, subtract
language-spelling, reading comprehension, story-supported answers
Science- caring for plants
Extra curricular-play as a team, find notes on the piano
What percentage of students met the learning objective?
Math-65%

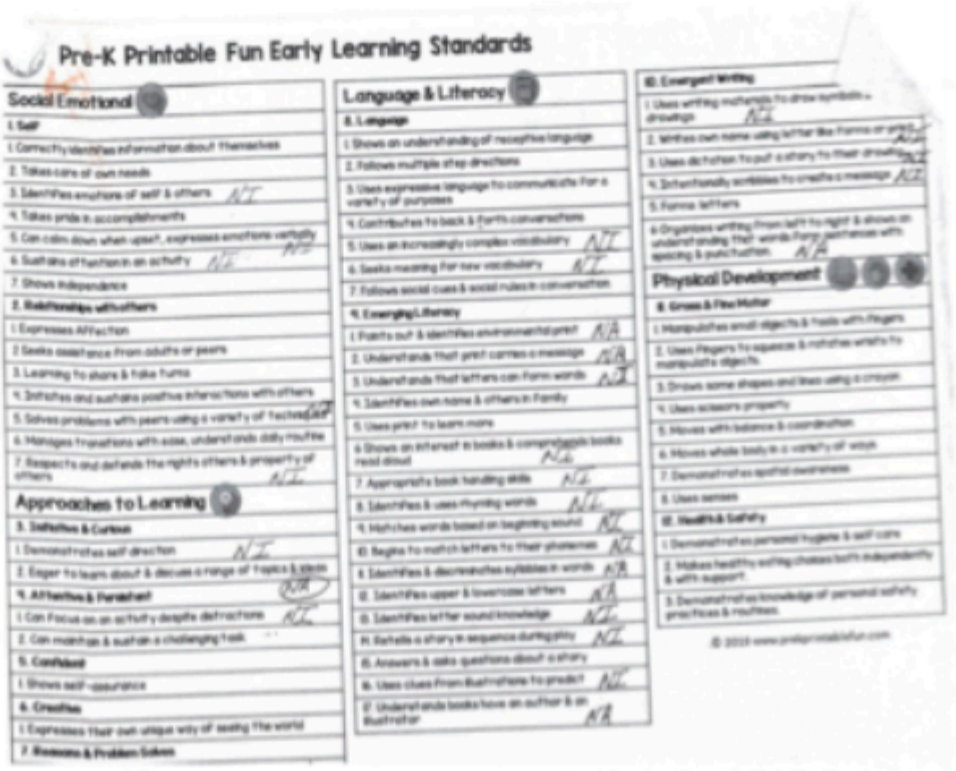
Language- 65%
Science-60% Extra curricular-65%
How did I assess their understanding? Quiz and observation for all subjects.
Which students need reteaching or extra help? All on story-supported answers on quizzes
What instructional strategies worked well today? All worked well
What could be improved or changed? Reading and listening skills
Did I differentiate instruction successfully? Yes
Did I stay on pace with the curriculum? No to all except reading
Which activities captured their interest? Music, Art, Reading, Storytelling, Worksheets, Recess, Movement
Were there any behavioral challenges? No
What Adjustments will I make tomorrow? Spend more time on reading comprehension
What materials or supports do I need? Stories with boy characters as central figure
Any communication needed with parents or support staff? N/A
How engaged were students today? (Scale 1-15) 15
Daily Assessment Tool-Thursday
Assessment by: Mr. Calvin Davis, Summer Camp Teacher
Date: 07-11-2025
Class/Subject: Math, Language, Art and, Extracurricular
Grade levels: KK, 1st, 2nd and 4th
What was todays objective/learning goal? Math-adding, place values, subtraction, regrouping, Counting by 10's
language-spelling, reading comprehension, sight words
Science- space exploration, naming planets, name of 1st black female astronaut
Extra curricular-play as a team, find notes on the piano
What percentage of students met the learning objective?
Math-75%
Language- 75%
Science-75% Extra curricular-85%
How did I assess their understanding? Quiz and observation for all subjects.
Which students need reteaching or extra help? All subjects
What instructional strategies worked well today? All worked well
What could be improved or changed? N/A
Did I differentiate instruction successfully? Conducted one-on-one's
Did I stay on pace with the curriculum? Yes
Which activities captured their interest? Music, Art, Reading, Storytelling, Worksheets, Recess, Movement
Were there any behavioral challenges? Yes, teaching to work together

What Adjustments will I make tomorrow? Work on team building and team spirit even in competition
What materials or supports do I need? N/A
Any communication needed with parents or support staff? N/A
How engaged were students today? (Scale 1-15) 15
Daily Assessment Tool-Friday
Assessment by: Mr. Calvin Davis, Summer Camp Teacher
Date: 07-12-2025
Class/Subject: Math, Language, Art and, Extracurricular
Grade levels: KK, 1st, 2nd and 4th
What was todays objective/learning goal? Math-adding, place values, subtraction, regrouping, Counting by 10's
language-Pronunciation of long/short vowel sounds
Science-monitoring plant growth w/chart, explore space
Extra curricular-play drum, play piano and play rhythm sticks
What percentage of students met the learning objective?
Math-75%
Language- 75%
Science-75% Extra curricular-75%
How did I assess their understanding? Quiz and observation, worksheets and puzzles
Which students need reteaching or extra help? Kale-everything/ Others-multiplying and counting by 25/50
What instructional strategies worked well today? Peer tutoring, one-on-one tutoring, team teaching
What could be improved or changed? N/A
Did I differentiate instruction successfully? Video instructor, field trip, specific behavioral intervention
Did I stay on pace with the curriculum? Yes
Which activities captured their interest? All
Were there any behavioral challenges? No
What Adjustments will I make tomorrow? None
What materials or supports do I need? N/A
Any communication needed with parents or support staff? N/A
How engaged were students today? (Scale 1-15) 15

Post.Six.Week.Scholar.Assessment.

Post 6 Weeks Participant Assessment	Jayden Parish	Kale Townsend-Parker	Larry White	Kaydon Davis	Kai Townsend-Parker
Math					
counting by 1	adv	adv	adv	adv	adv
counting by 2	adv	na	adv	adv	adv
counting by 5	adv	na	adv	adv	adv
counting by 10	adv	na	adv	adv	adv
counting by 25	emer	na	prof	prof	prof
counting by 100	adv	na	adv	adv	adv
counting manipulatives	adv	na	adv	adv	adv
counting before and after	adv	emr	adv	adv	adv
recognizing less than and greater than	emer	na	prof	prof	prof
word and number matching	adv	emer	adv	adv	adv
grouping					
adding 1 digit	adv	emer	adv	adv	adv
adding 2 digit	prof	na	adv	adv	adv
place values 1's	prof	na	adv	adv	adv
place values 10's	prof	na	adv	adv	adv
number bonds	prof	na	adv	adv	adv
English, Language Arts					

long vowel sounds	prof	na	emer	prof	prof
short vowel sounds	prof	na	emer	prof	prof
phonetic speech	prof	na	emer		prof
Science					
name planets in order	adv	na	adv	adv	adv
plant observation	adv	emer	adv	adv	adv
Extra Curricular					
singing	adv	emer	adv	adv	adv
rhythm	adv	emer	adv	adv	adv
piano	adv	emer	adv	adv	adv



Pre-K Printable Fun Early Learning Standards

Social Emotional

I. Self

1. Correctly identifies information about themselves
2. Takes care of own needs
3. Identifies emotions of self & others
4. Takes pride in accomplishments
5. Can calm down when upset, expresses emotions verbally
6. Sustains attention in an activity
7. Shows independence

II. Relationships with others

1. Expresses Affection
2. Seeks assistance from adults or peers
3. Learning to share & take turns
4. Initiates and sustains positive interactions with others
5. Solves problems with peers using a variety of techniques
6. Manages transitions with ease, understands daily routine
7. Respects and defends the rights others & property of others

Approaches to Learning

III. Initiative & Curious

1. Demonstrates self direction
2. Eager to learn about & discuss a range of topics & ideas

IV. Attentive & Persistent

1. Can Focus on an activity despite distractions
2. Can maintain & sustain a challenging task

V. Confident

1. Shows self-assurance

VI. Creative

1. Expresses their own unique way of seeing the world

VII. Reasons & Problem Solves

Language & Literacy

I. Language

1. Shows an understanding of receptive language
2. Follows multiple step directions
3. Uses expressive language to communicate for a variety of purposes
4. Contributes to back & forth conversations
5. Uses an increasingly complex vocabulary
6. Seeks meaning for new vocabulary
7. Follows social cues & social rules in conversation

II. Emerging Literacy

1. Points out & identifies environmental print
2. Understands that print carries a message
3. Understands that letters can form words
4. Identifies own name & others in Family
5. Uses print to learn more
6. Shows an interest in books & comprehends books read aloud
7. Appropriate book handling skills
8. Identifies & uses rhyming words
9. Matches words based on beginning sound
10. Begins to match letters to their phonemes
11. Identifies & discriminates syllables in words
12. Identifies upper & lowercase letters
13. Identifies letter sound knowledge
14. Retells a story in sequence during play
15. Answers & asks questions about a story
16. Uses clues from illustrations to predict
17. Understands books have an author & an illustrator

III. Emergent Writing

1. Uses writing materials to draw symbols + drawings
2. Writes own name using letter like forms or print
3. Uses dictation to put a story to their drawing
4. Intentionally scribbles to create a message
5. Forms letters
6. Organizes writing from left to right & shows an understanding that words form sentences with spacing & punctuation

Physical Development

II. Gross & Fine Motor

1. Manipulates small objects & tools with fingers
2. Uses fingers to squeeze & rotates wrists to manipulate objects
3. Draws some shapes and lines using a crayon
4. Uses scissors properly
5. Moves with balance & coordination
6. Moves whole body in a variety of ways
7. Demonstrates spatial awareness
8. Uses senses

III. Health & Safety

1. Demonstrates personal hygiene & self care
2. Makes healthy eating choices both independently & with support
3. Demonstrates knowledge of personal safety practices & routines

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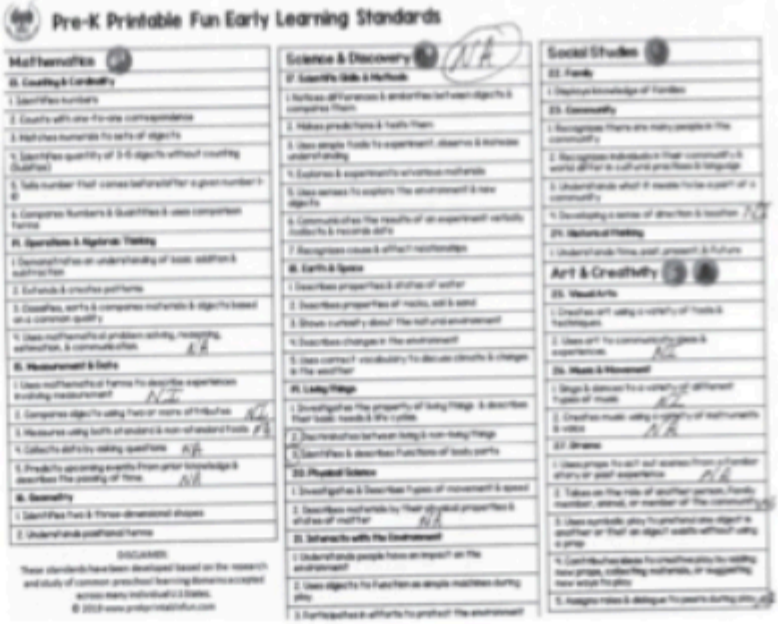

Pre-K Printable Fun Early Learning Standards

Mathematics

III. Counting & Cardinality

1. Identifies numbers
2. Counts with one-to-one correspondence
3. Matches numerals to sets of objects
4. Identifies quantity of 1-5 objects without counting (subitize)
5. Tells number that comes before/after a given number 1-10
6. Compares Numbers & Quantities & uses comparison terms

IV. Operations & Algebraic Thinking

1. Demonstrates an understanding of basic addition & subtraction
2. Extends & creates patterns
3. Classifies, sorts & compares materials & objects based on a common quality
4. Uses mathematical problem solving, reasoning, estimation, & communication

V. Measurement & Data

1. Uses mathematical terms to describe experiences involving measurement
2. Compares objects using two or more attributes
3. Measures using both standard & non-standard tools
4. Collects data by asking questions
5. Predicts upcoming events from prior knowledge & describes the passing of time

VI. Geometry

1. Identifies two & three-dimensional shapes
2. Understands positional terms

DISCLAIMER:

These standards have been developed based on the research and study of common preschool learning domains accepted across many individual U.S States.

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Science & Discovery

I. Scientific Skills & Methods

1. Notices differences & understands between objects & compares them
2. Makes predictions & tests them
3. Uses simple tools to experiment, observe & increase understanding
4. Explores & experiments w/ various materials
5. Uses senses to explore the environment & new objects
6. Communicates the results of an experiment verbally, instructs & records data
7. Recognizes cause & effect relationships

II. Earth & Space

1. Describes properties & states of matter
2. Describes properties of rocks, soil & sand
3. Shows curiosity about the natural environment
4. Describes changes in the environment
5. Uses correct vocabulary to discuss climate & changes in the weather

III. Living Things

1. Investigates the property of living things & describes their basic needs & life cycles
2. Discriminates between living & non-living things
3. Identifies & describes functions of body parts

IV. Physical Science

1. Investigates & Describes types of movement & speed
2. Describes materials by their physical properties & states of matter

V. Interacts with the Environment

1. Understands people have an impact on the environment
2. Uses objects to Function as simple machines during play
3. Participates in efforts to protect the environment

Social Studies

I. Family

1. Explains knowledge of families

II. Community

1. Recognizes there are many people in the community
2. Recognizes individuals in their community & world differ in culture and practices & language
3. Understands what it means to be a part of a community
4. Developing a sense of direction & location

III. Historical Thinking

1. Understands time, past, present & future

Art & Creativity

IV. Visual Arts

1. Creates art using a variety of tools & techniques
2. Uses art to communicate ideas & experiences

V. Music & Movement

1. Sings & dances to a variety of different types of music
2. Creates music using a variety of instruments & voice

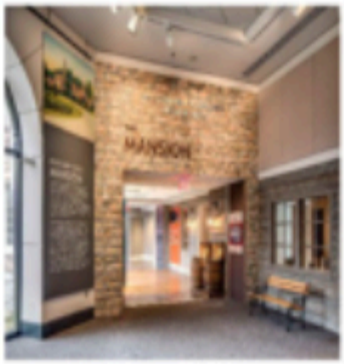
VI. Drama

1. Uses props to act out stories from a familiar story or past experience
2. Takes on the role of another person, family member, animal, or member of the community
3. Uses symbolic play to pretend one object is another or that an object exists without using a prop
4. Contributes ideas to creative play by adding new props, collecting materials, or suggesting new ways to play
5. Imagines roles & dialogue to pretend during play

Field Trips

The field trips taken were to:

The Pink Palace Museum Planetarium- Forward to the Moon



Millington Golf Course-Learned putting

The Main Event-We took the scholars to the Main Event for a fun time and good. All scholars received a debt card to use to play all the games and activities.

Food.Service.

The food service was maneged by Sister Carolyn Moore who received the daily delivery of all meals from the YMCA which consisted of breakfast, lunch and snack items. She was also responsible for setting up the meals and cleaning up afterwards. She was assisted by Brenda Bryant and Shirley Broome. In addition, they prepared other food items to enhance the meals such as additional breakfast and lunch items for the scholars and meals for the staff and volunteers. Each child received 100% of the meals required for all breakfast and lunch meals. Snack and take-home items were provided also. Further, the Site Director prepared breakfast for the volunteers in the last week of the camp.

Emergency.Preparedness.Drills..

Three drills were conducted during the three-week period of session two. The drills were for fire, tornado and active school shooting. Two drills were conducted by Mr. Turner, and one was conducted by Dr. Andre' Strong. They both generated the reports for each drill. The reports are in the appendix of this report.

Post.Camp.Survey.Completion.for.Scholars.

At the end of the six-week period, we conducted another survey for our scholars concerning their likes, dislikes and what we could do differently to make their experience better. The main feedback that stood out was that they enjoyed the food we served along with their regular breakfast, they enjoyed the learning, they did not want the camp to end because they made friends.

School.Poem–Pledge

A school poem/pledge was requested, and two versions were submitted by the Site Director.

Empowerment Academy Pledge

Version 1

I am a leader, strong and true,
I shape my life in all I do.
I seek always to learn and grow
When others quit, I will still go

With wisdom, love, and integrity,
I build a better world for me.
I am empowered I choose to soar
With each passing day I grow the more

I have a voice the world will hear it
Loud and proud from the boldness of my spirit
With every step and every stride
My light will forever be amplified

Version 2

I am a leader, strong and true,
I shape my life in all I do.
I seek always to learn and grow
When others quit, I will still go

I am empowered I choose to soar
With each passing day I grow the more
With every step and every stride
My light will forever be amplified

by, Rev. Dr. Terri Strong

Appendix

Mt. Sinai Empowerment Academy
Teacher: Calvin R. Davis
Site Director: Dr. Terri Strong

6 Weeks - Lesson Plan, Assessment and Resources

TLW: Demonstrate the ability to show basic skills in the following areas:
History, Reading, Art, Music, Math, and Agriculture Science

History:
History of the Church the AME Church

Reading:
1-Say, Read and Write letter with or without blended sounds.
2-Say, Read and Write words to create a simple sentence.
3-Say, Read and Write words to make a simple Paragraph.
4-Say, Read, Write and Answer Questions to demonstrate the ability to comprehend what is written in the text.

Arts: Music
1-Move to music while keeping a steady beat using body as an instrument.
a-Pat, clap, stamp, snap
2-Sing and move to music while keeping a steady beat
3-Play instruments such as drums, piano rhythm sticks.

Arts Visual:
1-Draw and coloring meaning art connected to stated objectives in Reading, Math, and Science Agriculture.

Math:
1-Count to 10 backwards and forward
2-count to 120 backwards and forward starting with any number.
3-Write and read numbers up to 120
4-Represent numbers by manipulatives
5-counting by 1s, 2s, 5s, 10's
6-Understand place values

Agriculture Science:

1-Experiment with plant growth and development

Assessments:

Video Observations and Written Documentation

Objective Resources

Reading, Writing and Math:

1-Life Pac Curriculum by Alpha Omega Publications
2-edHelper
3-Other online Resources including YouTube

Music:

1-Come Inside the room by Anthony Q. Richardson
2-Instruments-Piano, Rhythm Sticks, Tubano drum, Human Body
3-Max Found 2 Sticks

Agriculture Science:
1-The Magic Ketchup Experiment by ScienceBob.com
2-Garden in A Glove by The Kansas Farm Bureau-The Voice of Agriculture.
3-The Sprouting Bean Experiment
4-Germinating Seeds in a Bag by Science for Kids
5-Fungus Garden "Magical Microbes".
6-Seed Observation Journal

History:

History of the AME church by Dennis C Dickerson Executive Director of Research and Scholarship (National Humanities Center)

Fire.Drill

Fire drill conducted on 10 July 2025 at Mount Sinai AME Church Lakeland, TN 38002.

Time: 10:40 a.m.

A volunteer noticed smoke in men's bathroom. He sounded the alarm that a fire was in the building.

The Drill observer sounded the alarm and announced the fire drill by word of mouth.

The smoke where the fire occurred was located in main power distribution panel and isolated.

A Volunteer called 911 notifying the Fire Department of the fire.

All personnel evacuated classrooms and supporting facility.

Total evacuation time is two minutes.

All doors and windows were shut as personnel exited the building.

All participants evacuated the area and proceeded to predetermined meeting area.

Once at the meeting area, all personnel were accounted for and remained in the meeting area approximately 120 feet from the building's entrance.

Shelby county fire department arrived on scene, evaluated the situation, determined that a circuit breaker was burnt in power distribution panel. The fire was no longer present; a strong smoking scent remained in the air. Fans were used to clear smoke.

The trustee called electrician to repair damage. Backup generators activated.

Shelby county announced all clear at 11:10a.m. and announced staff and scholars can reenter building.

This was a total evacuation of the building.

Training, was conducted on evacuation of building and urgency to proceed to predetermined meeting area.

All smoke detectors were tested.

Tornado.Drill

Evaluation Checklist

Date: 17 July 2025 Time: 2:40 AM

Purpose: To ensure that Teachers, volunteers and Scholars follow procedures and behavior for sheltering in place during Tornado Warning. Cloudy, rain, high winds.

Name: Dell Turner Location: Mount Sinai AME Church Lakeland TN 38002

Total Time of Drill: 18 minutes

Staff and scholars were informed of the incoming weather conditions and simulated alerts from the National Weather Service.

The Tornado Warning was issued at 2:40 p.m.

Staff and Scholars moved quickly from classroom to designated shelter area.

All staff and scholars participated in the exercise.

Everyone remained in the shelter area until the all clear message.

The "All Clear" message was clear and understandable.

Comments: Staff and scholars reviewed the procedures to be followed in the event of Tornado warnings and watch.

- Review monthly that tools are in place to shut off gas, water and electrical.
- Conduct drill in accordance with Charter school emergency policies.
- Total participants - 7

Observer: LoDell Turner

Active.Shooter.Drill

Appendix 3-Active Shooter Drill

Active Shooter drill conducted on July 25, 2025 at Mount Sinai AME Church Lakeland, TN 38002.

Scenario: Unknown man approach side door with long gun on his shoulder, knocking on the door.

Staff notified all personnel in the building that a suspected shooter was attempting to enter building.

A Volunteer called 911 notifying the Shelby County Sheriff Department of man attempting to enter the building.

All personnel gathered in the pastor's study and locked the door.

Lights were turned off and students were told to keep quiet.

All participants remained quiet except one.

Shelby County Sherriff arrived and took the man into custody. SCSO, identified themselves and entered the building. All participants were interviewed by the officer outside the building concerning the incident.

Family members were notified of the incident via phone and text.

Leadership offered counseling for students.

Shelby County Sheriff gave all clear and cited no further danger in the area.

Students were taken home and parents provided resources for counseling (if needed).

Participants.

Rev. Dr. Terri L. Strong
Rev. Calvin Davis
"Andre' Strong (Conductor of the drill)
Jayden Parrish
Larry "Cinco" White
Kale Townsend Parker

Mt. Zion AME Church

EMPOWERMENT ACADEMY

Boldness Amplified

Jeremiah 29:5

Build yourself houses and dwell in them; plant gardens and eat the fruit of them

Empowerment Academy Enrichment Summer Camp

Cumulative Report

This report provides an overview of the data and activities planned for the Empowerment Academy 2025 summer camp for boys at Mt. Zion AME Church. It encompasses a range of information, including details about scholars, staff, lesson plans, field trips, and financial investments.

Staff and Volunteers

Reginald B. Harvey, Site Director

Althea McDuffie, Teacher

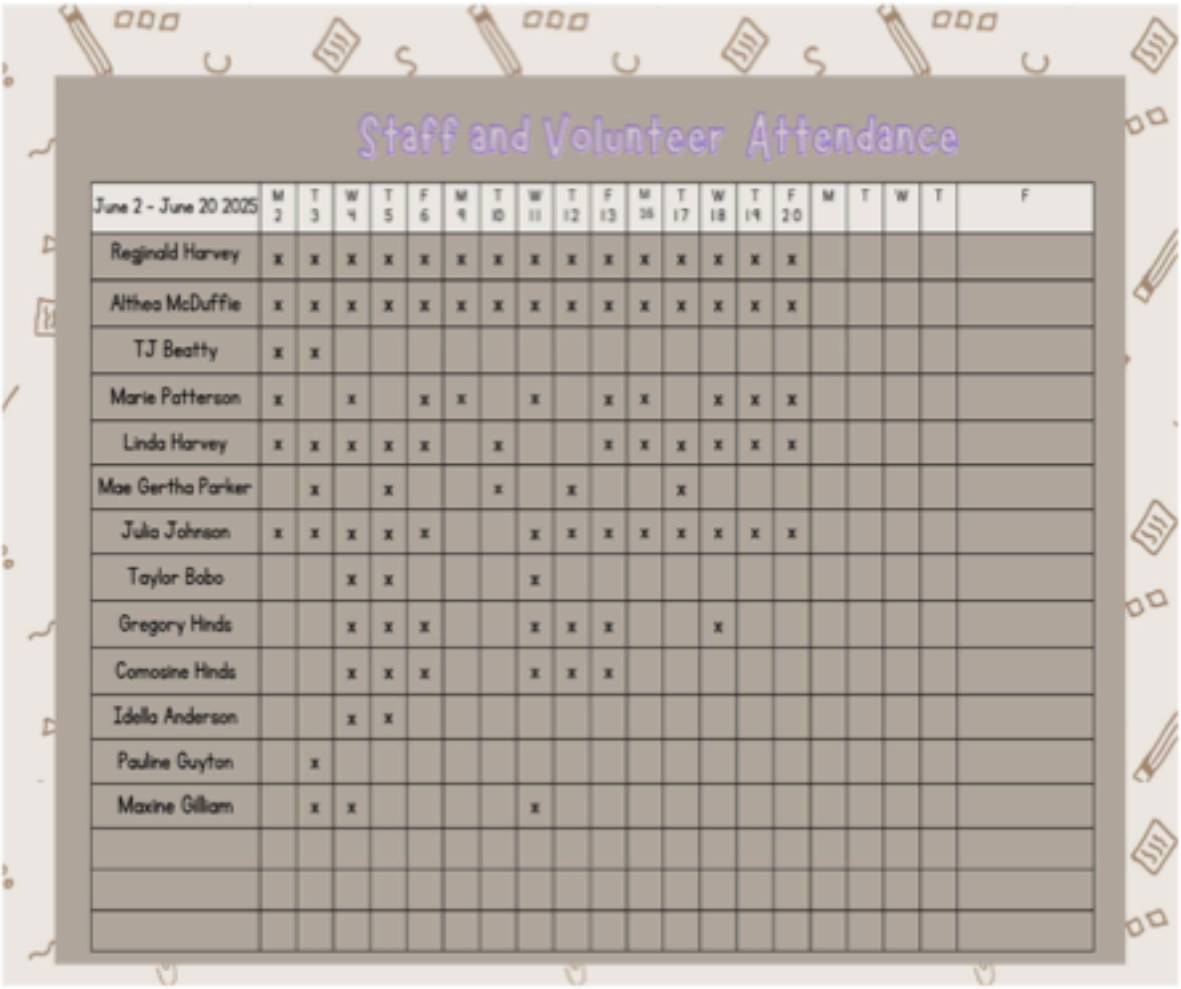
Rev. Dr. Janie D. Dandridge, Pastor

TJ Beatty, Teacher (No Photo)

Teacher Assistants and Volunteers

Linda Harvey, Comasine Hinds, Mae Gertha Parker, Marie Patterson, Maxine Gilliam, Julia Johnson, Idella Anderson, Taylor Bobo, Pauline Guyton, and Gregory Hinds.

Staff Attendance



Staff and Volunteer Attendance

June 2 - June 20 2025	M 2	T 3	W 4	T 5	F 6	M 9	T 10	W 11	T 12	F 13	M 16	T 17	W 18	T 19	F 20	M	T	W	T	F
Reginald Harvey	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
Althea McDuffie	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
TJ Beatty	x	x																		
Marie Patterson	x		x		x	x		x		x	x		x	x	x					
Linda Harvey	x	x	x	x	x		x			x	x	x	x	x	x					
Mae Gertha Parker		x		x			x		x			x								
Julia Johnson	x	x	x	x	x			x	x	x	x	x	x	x	x					
Taylor Bobo			x	x				x												
Gregory Hinds			x	x	x			x	x	x			x							
Comosine Hinds			x	x	x			x	x	x										
Idella Anderson			x	x																
Pauline Guyton		x																		
Maxine Gilliam		x	x					x												

Student Proficiency

We administered a pre-assessment to the young men to understand their strengths and weaknesses. There were various levels of either some understanding or, to put it simply, NO CLUE. However, the young scholars worked hard, listened, participated, and made great strides during the first session. The post assessment showed significant growth in the young scholars. IN JUST THREE WEEKS, these young scholars, some of whom wouldn't talk, couldn't spell their names, didn't know their colors, or elementary math, weren't social, didn't understand where food came from, and had never heard the Lord's Prayer, **NOW can spell their names, know their colors, and do elementary math. And get this, although they may not be able to recite the Lord's Prayer without a little help, they can recite the camp scripture, Jeremiah 29:5, and they can sing the Black National Anthem as well as an array of other songs.**

Pre-K Assessments

Student Name

Geremy Johnson	Advanced	Proficient	Emerging	Deficient
Recognition of colors			x	
Counting to 10			x	
Recognition of Alphabets			x	
Use of Crayons			x	
Spelling Name				x

Student Name

Dallas Jackson	Advanced	Proficient	Emerging	Deficient
Recognition of colors			x	
Counting to 10				x
Recognition of Alphabets			x	
Use of Crayons			x	
Spelling Name				x

Kindergarten Assessments

Student Name

Ezekiel Dodd	Advanced	Proficient	Emerging	Deficient
Recognition of colors		x		
Counting to 10		x		
Recognition of Alphabets			x	
Use of Crayons		x		
Spelling Name				x
Drawing		x		
Writing				x
Basic Math		x		
Social Skills		x		

Kindergarten Assessments

Student Name

Dominique Gross	Advanced	Proficient	Emerging	Deficient
Recognition of colors			x	
Counting to 10				x
Recognition of Alphabets			x	
Use of Crayons			x	
Spelling Name				x
Drawing			x	
Writing			x	
Basic Math			x	
Social Skills		x		

1st Grade Assessments

Student Name

Isaiah Anthony	Advanced	Proficient	Emerging	Deficient
Reading Comprehension			x	
Telling Time on a Clock			x	
Following directions			x	
Sitting for 30 Mins.				x
Spelling Name			x	
Drawing			x	
Writing			x	
Basic Math			x	
Social Skills		x		
Negro National Anthen				x
Devotion Materials				x

Kindergarten Assessments

Jaylin Jones	Advanced	Proficient	Emerging	Deficient
Recognition of colors			x	
Counting to 10				x
Recognition of Alphabets				x
Use of Crayons			x	
Spelling Name			x	
Drawing			x	
Writing				x
Basic Math				x
Social Skills			x	

1st Grade Assessments

Student Name

La'Kyrieon Anthony	Advanced	Proficient	Emerging	Deficient
Reading Comprehension			x	
Telling Time on a Clock			x	
Following directions			x	
Sitting for 30 Mins.			x	
Spelling Name				x
Drawing			x	
Writing			x	
Basic Math			x	
Social Skills		x		
National Negro National Anthem				x
Devotion Materials				x

1st Grade Assessments

Student Name

Joshua Hill	Advanced	Proficient	Emerging	Deficient
Reading Comprehension		x		
Telling Time on a Clock			x	
Following directions		x		
Sitting for 30 Mins			x	
Spelling Name	x			
Drawing	x			
Writing	x			
Basic Math		x		
Social Skills	x			
National Negro National Anthem		x		
Devotion Materials		x		

1st Grade Assessments

Student Name

Damarcus Phifer	Advanced	Proficient	Emerging	Deficient
Reading Comprehension			x	
Telling Time on a Clock			x	
Following directions			x	
Sitting for 30 Mins			x	
Spelling Name			x	
Drawing			x	
Writing			x	
Basic Math			x	
Social Skills			x	
National Negro National Anthem			x	
Devotion Materials			x	

1st Grade Assessments

Student Name

A'mari Tipton	Advanced	Proficient	Emerging	Deficient
Reading Comprehension	x			
Telling Time on a Clock			x	
Following directions	x			
Sitting for 30 Mins		x		
Spelling Name	x			
Drawing	x			
Writing		x		
Basic Math	x			
Social Skills	x	x		
National Negro National Anthem	x			
Devotion Materials	x			

1st Grade Assessments

Student Name

Royalty Lovett	Advanced	Proficient	Emerging	Deficient
Reading Comprehension		x		
Telling Time on a Clock			x	
Following directions		x		
Sitting for 30 Mins			x	
Spelling Name	x			
Drawing		x		
Writing	x			
Basic Math	x			
Social Skills	x			
National Negro National Anthem	x			
Devotion Materials	x			

Field Trips

The field trips taken:

- Children's Museum
- Ci-Ci Pizza

The young scholars visited the Children's Museum of Memphis, a place that encourages learning and creativity through interactive experiences. The scholars were able to shop at the Grocery Store exhibit that printed out their purchases on a real-life Kroger receipt. They explored a fire engine and a FedEx airplane that allowed them to sit in the cockpit and load and unload boxes in the cargo area. They rode on a one-hundred-year-old Grand Carousel that was part of the now-closed Liberty Land Amusement Park here in Memphis. They visited a dental and medical office exhibit that allowed them to identify body parts, teeth, and medical instruments.

The young scholars had the opportunity to visit several other exhibits and subsequently enjoyed a meal at Ci-Ci's Pizza. Most of the scholars had never been taught to say grace before eating, but we give thanks for all our meals during the camp. Now, the scholars bless their food without prompting. This drew attention from other guests and employees who applauded us for having such a mannerable group of young men.

Gardening and Seed Germination

Lesson Plans

Daily Activities and Events - Week 1					
Activity	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Opening Activities 8:00 – 8:45	Greetings Breakfast Getting acquainted Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting
Cleanup/ Restroom 8:45-8:55	Reset/Break	Reset/Break	Reset/Break	Reset/Break	Reset/Break
Language Arts 9:00-9:45	Pre-Assessments Class Expectations	PreK/KK Letters and Sounds 1st Letter Sounds/ Site Words	PreK/KK Letters and Sounds 1st Letter Sounds/ Site Words	PreK/KK Letters and sounds 1st Letter Sounds/ Site Words	All: Review and Formative Assessment
Math 10:00-10:45 Day 1 Pre-Assessments	Pre-Assessments Class Expectations	PreK/KK Counting 1st Adding/Subtracting	PreK/KK Counting 1st Adding/Subtracting	PreK/KK Counting 1st Adding/Subtracting	All: Review and Formative Assessment
Science 11:00-11:45	Pre-Assessments Class Expectations	Soil, Seeds, Planting Discussions	Soil, Seeds, Planting Discussion w/ Q&A	Stages of Plants	Review and Formative Assessments
Lunch 12-12:30	Lunch Expectations	Lunch Expectations	Lunch and Learn	Lunch and Learn	Lunch and Learn
Arts and Crafts 12:45-1:15	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough
Rest and Relax 1:25-2:00	Naptime	Naptime	Naptime	Naptime	Naptime
Physical Activity 2:10-2:50	Physical Exercises	Physical Exercises	Physical Exercises	Physical Exercises	Physical Exercises
Music 3:00-3:50	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs
Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal

21

Lesson Plans

Daily Activities and Events-Weeks 2-3 (Note: Week 3 Thursday Field Trip, Friday Afternoon Cookout)					
Activity	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Opening Activities 8:00 – 8:45	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting	Greetings Breakfast Devotion: Pledges / Song Morning Meeting
Cleanup/ Restroom 8:45-8:55	Reset/Break	Reset/Break	Reset/Break	Reset/Break	Reset/Break
Language Arts 9:00-9:45	Review Re-teach Remediation	PreK/KK Letters and sounds 1st Letter Sounds/ Site Words	PreK/KK Letters and sounds 1st Letter Sounds/ Site Words	PreK/KK Letters and sounds 1st Letter Sounds/ Site Words	All: Review and Formative Assessment
Math 10:00-10:45 Day 1 Pre-Assessments	Review Re-teach Remediation	PreK/KK Counting 1st Adding/Subtracting	PreK/KK Counting 1st Adding/Subtracting	PreK/KK Counting 1st Adding/Subtracting	All: Review and Formative Assessment
Science 11:00-11:45	Review Re-teach Remediation	Soil, Seeds, Planting Discussions	Soil, Seeds, Planting Discussion w/ Q&A	Stages of Plants	Review and Formative Assessments
Lunch 12-12:30	Lunch Expectations	Lunch Expectations	Lunch and Learn	Lunch and Learn	Lunch and Learn
Arts and Crafts 12:45-1:15	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough	Station Rotation: Drawing/Coloring Slime/Playdough
Rest and Relax 1:25-2:00	Naptime	Naptime	Naptime	Naptime	Naptime
Physical Activity 2:10-2:50	Physical Exercises	Physical Exercises	Physical Exercises	Physical Exercises	Physical Exercises
Music 3:00-3:50	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs	Lift Every Voice and Sings and Various Songs
Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal	Cleanup and Dismissal

Food Service

Food service was provided by the YMCA of Memphis and the Mid-South's Summer Food Service Plan. Site Director, Reginald Harvey, received, inspected, and counted the breakfast and lunch meals daily. The volunteers ensured that the food was warm, added any necessary condiments, and served the young scholar. The scholars were provided with additional food to enhance the breakfast and lunch meals. All meals met the daily nutritional requirements. The scholars and staff were treated to doughnuts and doughnut holes every Friday morning.

Emergency Preparedness Drills

Three emergency preparedness drills were conducted during the first three weeks of the summer camp: fire, tornado, and active school shooter drills. The drills, conducted by the Site Director, also generated and submitted the reports and the visual recordings. The drills were practiced days before the actual drill was to be conducted, which allowed the staff and students to be aware of the different alarm sounds for each drill, escape routes, and the location of designated safe areas.

The drills were conducted and submitted on:

Fired Drill: June 9, 2025

Tornado Drill: June 12, 2025

Active Shooter Drill: June 17, 2025

End of Session Cookout and Parent Consultations

On the last day, the young scholars and staff were treated to a cookout that was donated by Dr. Susan McClora and cooked by the Site Director. The young scholars enjoyed grilled hot dogs, chips, various fruits, and fruit juice. The staff was served hamburgers, turkey burgers, and chips. The scholars were asked about what they learned over the past few weeks, and there were a few astounding answers. All were excited about coming back for the second session, and some were upset that the session was ending.

The parents, on the other hand, were very excited about how the program enriched their child and how the children were excited to come each day. Some were looking forward to our extending the first session into the second session, because the camp had made such amazing transformations in their children, and they also praised the camp for helping to strengthen our youth. We were shocked when we received two uncoerced letters thanking us and praising the Empowerment team.

Parents Appreciation Letters

Date: June 18, 2025

To All concerned and Partner of Mt Zion A.M.E. Church Camp Zion

For over 5 years our family have been struggling to find a place for our 3 special need babies that is a product of alcohol syndrome. We found out during our struggles; our city has not provided education catered to the babies need.

Oh but one day their grand mother through God's glory was given information about CAMP ZION. In one week, Jaylin was able to identify coloring skills, math, words and a host of communications that no one else could give him. Jaylin has a hearing and speech impediment that prevents him to pronounce words and understand most words.

He is eager to get up every morning at approximately 6am to attend Camp Zion, let alone his eagerness to think he will be late. We don't know about the progress of other boys, but to us it has been a God sent.

Hope this letter will inspire those in our situation, not only needing special needs but education in general, will support a program like this to continue that has great results.

For God sake,

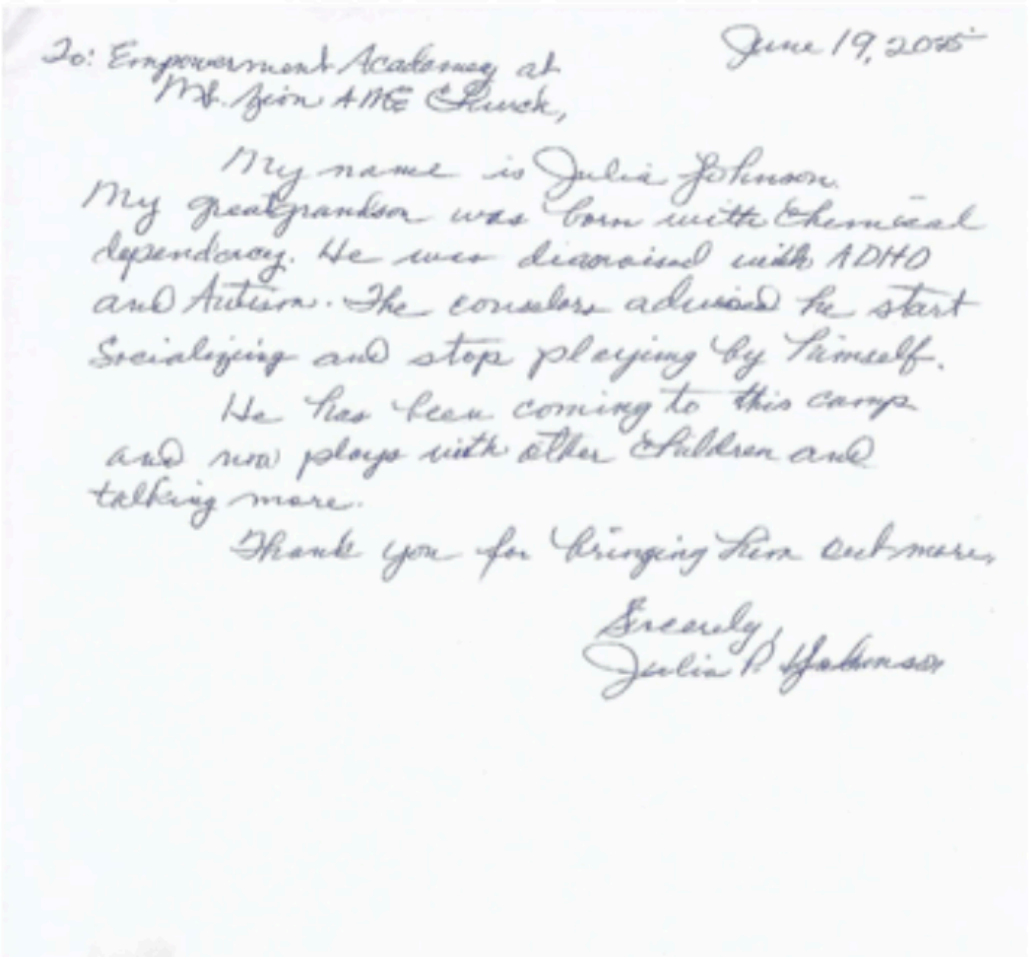
The Kimble, Jones & Cowan Family Thank You!!!!!

Great Aunt and Uncle

Alicia Cowan

J W Cowan

Parents Appreciation Letters



June 19, 2015

To: Empowerment Academy at
Mt. Zion AME Church,

My name is Julia Johnson.
My great grandson was born with Chemical dependancy. He was diagnosed with ADHD and Autism. The counselor advised he start Socializing and stop playing by himself.

He has been coming to this camp and now plays with other children and talking more.

Thank you for bringing him out more.

Sincerely
Julia P Johnson

Donors for Empowerment Summer Camp 2025

We reached out to everyone we knew, distributed flyers, made social media posts, and even did a commercial to promote the Summer Camp Enrichment Program at Mount Zion AME. We had an outpouring of support from many people, and we would like to thank every person who contributed to the success of this venture. We were able to raise $5000.00, which we submitted to the Executive Board as part of the necessary funds to be raised by each camp. Although it did not meet the set goal, we were fortunate to be able to secure and report that income. Thanks again to all who shared their resources for this venture.

Donors:

Rev. Dr. Janie Dowdy-Dandridge

Dr. John Dandridge

Bro. Reginald E. Harvey

Sis. Linda McClora-Harvey

Sis. Elemuny Harvey

Sis. Bridget Harvey

Sis. Idella Anderson

Sis. Danne' Moore

Dr. Wilma Harvey

Gregory and Connasine Hinds

Rev. Hilda Taylor

Sis. Gwen Fox

Dr. Susan McClora

South Memphis District Church School Convention

Sis. Pauline Guyton

Sis. Althea McDuffie

Sis. Marine Gilliam

Sis. Brenda Odell

Rev. Agnes Henderson

Rev. Willie Woods

Anonymous Donor Match

ATTACHMENT 2: SCHOOL BASED TEAM RESUMES

Willie C. Swift
2672 Kingham
Memphis, TN 38119
(901) 496-6434 maskcb4@gmail.com

Objective	To acquire a career that allows use of the skills in my possession that will be marketable to a prospective employer, thereby, leading to a positive/productive work experience and continuous personal growth……..	
Education	Trezevant High School	1985
	Shelby State Community College	1985-1986
	LeMoyne-Owen College	1992-1994
	University of Memphis Bachelor of Liberal Studies Major – Elementary Education Minor- English University of Memphis Teacher Ed. Program **460 Special Education Mild to Moderate K- 12**	2003-2007
	University of Memphis Masters of Arts in Teaching /Curriculum Instruction and Design	
	Major- Special Education Modified / Praxis II Score 158 Passed Reading Across Curriculum Score /Praxis II Score 152 Passed Principles of Learning and Teaching/Praxis II Score 166 Passed Exceptional Learners Mild to Moderate/Praxis II Score 168 Passed	2012
	Highly Qualified : Reading/Language Arts Grades K-8 **Student Teaching:** Munford Middle 6 -8 Inclusion Language Arts/Social Studies 8/10 Westside Elementary Inclusion & Pull Out Kdg.-5th 9/10	
Employment History	**Shelby County Schools 1986 -1999**	
	* Teachers Assistant Special Education	
	* Substitute Teacher (All Grades)	
	* In-School Suspension- Monitored and taught at risk students. * Special Needs Population EMR. TMR Kdg.- 8th	

*Transportation Team

* Coached middle school basketball 4 years.

* Managed After School Music and Arts Program

*Special Projects- Task Analysis Research, Student Behavior Team Member, Mentor to New Classified/Certified Personnel, Instructional Leadership Team

Lighthouse Christian Academy 2005 to 2007
Science, English 11/12, 5/6 Split
Taught General Ed. Curriculum
Science Fair Coordinator
Music Ed.
Special Ed. Consultant Pre-School – 3rd
Windsor Medicare Extra Independent Broker 2005-2007
General Agent (Broker) Recruited Agents
*Health Insurance License
*Training Sessions for Brokers
*Supervised 5 Brokers
*Communicated with Doctors on the behalf of enrollees
*Center for Medicaid/Medicare Specialist
*Traveled to Various Events Representing Windsor
*Manage Cases, Client Concerns

Youth Dimensions 2007-2009
*Supervised /Counselor 12 to 8 Shift
*Monitored Residents to reduce flight risk
*Arrange breakfast menu
*Coordinate staff schedule
*Leader of IEP Review Team
*Leader of Transition Planning Team
*Handle problems of residents/staff
*Communicated with social workers and therapist
*Case Management

Kids In Technology 2009-2010
*Handicapped Services Team Leader
*Kids Adaptations of Skills for Computers
* Supervisor
* Computer Teacher (Part Time)

Tipton County Schools
*Substitute Teacher (all grades) **2009 to 2010**

Mphs. Business Academy (Charter School) January -May 2009
*Middle School TCAP Coach

*High School EOC 10th. English Coach Teach
*Special Education Transition Team Member

Youth Villages 2011-2012
*Lead - Sped Teacher /Counselor
*Case Management
*Communicate with State Agencies, Parents, and Support Teams
*Complete Reports and Education/Transitional Goals

Shelby County Government/Community Services Div. 12/12-13
*Just Care Family Network (Non-Profit)
*Cultural and Linguistic Competence Coordinator (CLC)
*Promote Cultural Diversity among Service Providers
*Advocate/Support for Youth with Mental Illness and their Families
*Conduct CLC Trainings and Educate the Public
*Facilitate Cultural Competence Parent and Community Workgroups
*Collaborate with Federal, State and Local Contract Partners
*Prepare & Present Culturally Sensitive Power Point

Shelby County School 2013 to 2022
*Instructional Resource 7th/8th grade Inclusion
*Girls Basketball Coach
*Boys Soccer Coach
*Sped Department Chair
*Train Teachers New to the School Building and Teaching Profession
*Audit Federal Files within the School Building
*Develop Narratives for Growth Plans for Students and Family Support
*Liaison for District, County and State Federal Files and Code of Conduct
*Member School Instructional Leadership Team
*1st. Responder to Parent and District Concerns
*Familiar with Federal Sped Laws
*Develop Intervention Plans Per District and State Mandates
*Advise Admin Regarding Trends in Special Ed. Regarding Laws/Services
*Educate School Staff on Cultural Competence

Millington Municipal School District

*Millington Central High Middle School
English Inclusion Grades 9 & 10
BETA Club Co-Sponsor

Journey Community Schools (Charter) 2022 to Present
*Inclusion Kdg.-8...ELA and Math/Pre Algebra
*Adaptive Functional Skills
*Boys Basketball Coach
*Special Education Grade Chair
*Various Work Group Member/Lead

Additional Jobs

***FedEx Hub, Warehouse Security, Cashier, Benefits/Sales Trainer**

Special Skills/Talents

* Basic Sign Language, Piano, Typing
*Volunteer Auxiliary Probation Officer 2 years
*Church Musician 13 years
*Technical Writing/Web Page Design and Instruction
*Excel

Reference

*Dorothy Hale - University of Memphis Undergraduate Advisor

(901) 678-2844 Dmhale@memphis.edu

*Robert Washington Shelby County Schools....Asst. Principal

(901) 949-8428 Washingtonrh@scsk12.org

*Yolanda Anderson....Sped Supervisor

901-502-0954

*Miranda Benson-Clarke....All State Insurance Regional Manager

(901) 857-7919 Miranda.Clark@Allstate.com

Angellette Devine Warfield

Clarksville, TN 37040

Cell: 931-266-3349 | Alternate: 931-647-0568

Email: devineintentions1971@gmail.com

Professional Summary

Dedicated and results-driven public service professional with 20+ years of experience in investigations**, workforce development, counseling, public relations, and community engagement**. Proven ability to assess client needs, deliver career guidance, conduct sensitive investigations, manage high-volume caseloads, and collaborate with government agencies, employers, and community partners. Strong communicator with a background in English/Communications and certified as a **Global Career Development Facilitator (GCDF)**. Recognized for professionalism, accuracy, and commitment to serving diverse populations.

Core Competencies

- **Investigations**
- **Case Management**
- **Career Counseling & Workforce Development**

- **Public Relations & Communications**
- Client Assessment & Eligibility Determination
- Program Coordination & Community Outreach
- Crisis Intervention & Conflict Resolution
- Records Management & Compliance
- Testing, Scoring & Applicant Evaluation
- Government Regulations & Policy Interpretation

Professional Experience

State of Tennessee

Investigator | Employment & Training Coordinator | Interviewer II | Probation & Parole Officer II

2005 – Present

- Conduct investigations for the Department of Children's Services and Department of Labor, gathering sensitive information, interviewing clients, and ensuring compliance with state laws and regulations.
- Assess job applicants' skills, work history, and eligibility for employment programs, unemployment benefits, and federal food assistance.
- Provide career counseling, testing, and program placement for diverse populations including teens, adults, ex-offenders, and welfare-to-work participants.
- Collaborate with Adult Literacy, Department of Education, Workforce Essentials, mental health providers, and medical facilities to coordinate client services.
- Maintain detailed, confidential records including applications, claims, case notes, and testing documentation using systems such as Excel, Windows XP Professional, Corel, Quark, Tennessee ECMATS, and related platforms.
- Communicate program guidelines to applicants, employers, and government officials; resolve complaints using strong customer service and conflict-resolution skills.
- Promote employment services to employers and community groups; verify employment status for food stamp and unemployment claimants.
- Train and mentor new employees in interviewing, documentation, and program procedures.

Clarksville-Montgomery County School System

School Bus Driver

1996 – 2018

- Safely transported students on scheduled routes and field trips while enforcing all safety and behavioral standards.
- Conducted daily pre- and post-trip inspections, ensuring compliance with Department of Transportation and school system regulations.
- Maintained order, monitored student behavior, and ensured safe loading/unloading procedures.
- Demonstrated strong situational awareness, communication, and emergency-response readiness.

City of Clarksville – Department of Parks & Recreation

Publicity Coordinator / Public Relations

2000 – 2002

- Managed public affairs and marketing for youth programs serving a city of 130,000 residents.
- Developed and executed publicity strategies, wrote articles, and coordinated media communications with local newspapers, radio, and community organizations.
- Conducted public speaking engagements, coordinated interviews, and maintained relationships with government officials, medical personnel, and community groups.
- Oversaw program documentation, payroll support, and administrative communications.
- Photographed events and participants for publication; monitored public feedback and adjusted outreach strategies accordingly.
- Ensured program content met educational standards and supported positive community engagement.

Education

Master of Science

Purdue University – Chicago, IL

2010 – 2014

Bachelor of Science, English/Communications

Austin Peay State University – Clarksville, TN

1999 – 2004

Certifications

Global Career Development Facilitator (GCDF)

Certification No. GCDF080387

State of Tennessee – Center for Credentialing & Education

Certified since 2007

Technical Skills

- Microsoft Office Suite (Excel, Word, PowerPoint)
- Windows XP Professional
- Corel, Quark
- Tennessee ECMATS Terminal

- Testing & Assessment Software
- Data Entry & Case Management Systems

Professional Strengths

- Exceptional written and verbal communication
- Strong analytical and interviewing skills
- Ability to manage confidential and sensitive information
- Skilled in multi-agency collaboration
- High accuracy in documentation and reporting

ATTACHMENT 3: BOARD MEMBER RESUMES

NATISHA L. BROOKS

TN EXECUTIVE COMMMITTEE WOMAN

CONTACT

Brentwood, TN 37203
United States

NBrooks_U.S@yahoo.com

SKILLS

- Republican Party Strategist
- Educational Leadership
- Conservative Education Policy
- International Travel Consultant
- Advocate for Traditional Values
- Public Speaking
- Community Outreach
- Student & Adult Civic Development
- Domestic Policy Implementation
- Program Evaluation
- Workshop & Conference Presentations
- Diverse Student Populations
- Differentiated Instruction
- Team Leadership
- Teacher Mentorship

Dedicated educator and Republican advocate with a strong commitment to educational excellence, conservative values, and community service. Over 20 years of experience in curriculum development, student engagement, and public speaking, with a passion for promoting a robust educational system that upholds traditional values. Proactive and goal-oriented professional with excellent time management and problem-solving skills. Known for reliability and adaptability, with swift capacity to learn and apply new skills. Organized and dependable candidate successful at managing multiple priorities with a positive attitude. Willingness to take on added responsibilities to meet team goals.

POLITICAL EXPERIENCE

August 2024
Tennessee (SEC) State Executive Committee Woman, Senate 19

2024
CEC Davidson County Republican Board

2024
Tennessee Technological University Republican Consultant

2024
Associate Member
White County, TN Republican Party

2023
Nashville, TN Mayoral Candidate

2022-Current
Mental Health Educator, YouTube
"Natisha N The Mix"

2022-Current
Podcast Host, "Natisha's Political Advice"-(NPA)
SPOTIFY

2022-Current
Cohost, "The Opinionated Larry Show"
790 AM Nashville Radio

2022
Tennessee Congressional District 5 Republican Candidate

2020
Tennessee U.S. Senate Republican Candidate

POLITICAL ADVOCACY AND QUALIFICATIONS

- Conservative Values in Education: A committed advocate for high academic standards, traditional values, and accountability within the educational system.
- Community Engagement: Strong public speaking skills and community involvement, promoting Republican ideals and inspiring youth to contribute positively to society.
- Educational Policy Alignment: Experienced in curriculum planning and policy implementation that aligns with Republican values of merit, discipline, and respect for American principles.

CERTIFICATIONS

- **Autism Certified Specialist:** Expertise in supporting students with Autism Spectrum Disorders, providing tailored educational approaches to enhance learning outcomes
- **Special Education Certified Consultant:** Skilled in designing and implementing individualized education programs (IEPs) to meet the diverse needs of students with disabilities
- **Middle School Endorsement Certified:** Qualified to instruct middle school students, with a focus on creating engaging and age-appropriate educational experiences
- **International Travel Certified Consultant:** Knowledgeable in planning and coordinating international travel, with an emphasis on cross-cultural understanding and safety
- **Certified Licensed Minister:** Ordained minister with experience in providing spiritual guidance, community outreach,
- and leadership in religious settings

2016-Current
Member Tennessee Republican Party

2016-2018
Chairman Circle Member
Williamson County Republican Party

2015-2017
Williamson County Republican Women Liaison

2016
Political Consultant/Campaign Manager for Barb Sturgeon
Williamson County Commissioner

2012-2014
Secretary & Board Member
Republican Women of Williamson County

2012-Current
Member, Davidson County Republican Party

WORK HISTORY

August 1994 - May 2023
Chancellor, ***Brooks/Masters Academy***
Brentwood, TN United States

- Directed the academic vision and operational management of Brooks Academy, aligning institutional goals with national and state education standards.
- Created, implemented, and mandated a domestic and international travel and studies program within the Academy with Royal Caribbean Cruise Line
- Developed and implemented comprehensive curriculums, ensuring excellence in distance education, hybrid models, and traditional learning environments.
- Cultivated a culture of academic inquiry by inspiring students to pursue extracurricular activities and research interests to foster holistic development.
- Conducted performance evaluations and assessments and tailored educational programs to meet the needs of exceptional (autistic) and traditional students and ensure their long-term academic success.

August 2001 - May 2002
Chemistry/Physics Teacher, ***Metropolitan Nashville Public Schools***
Nashville, TN United States

- Engaged students in hands-on chemistry lessons, fostering a strong foundation in science while emphasizing respect for scientific integrity
- Led collaborative after-school science programs, working with educators to inspire future leaders in STEM.
- Chaired department meetings, providing updates on classroom policy changes and advocating for science education that aligns with traditional values.

CIVIC/COMMUNITY SERVICE

- Member
  Payne Chapel AME Church
  Nashville, TN
  13th Episcopal District
  Bishop Harry Seawright
  Rev. Pedro Basden, Pastor

- Member
  New Bethel AME Church
  Orlando, FL
  Associate Member
  11th Episcopal District
  Bishop Marvin Zanders
  Rev. Wendell Webster, Pastor

- Stewardess
  Payne Chapel AME Church
  Nashville, TN

- STEM Tutoring Summer Enrichment Coordinator
  Greater Bethel AME Church
  Nashville, TN
  13th Episcopal District
  Bishop Anne Henning Byfield
  Rev. Walter Reid, Sr., Pastor

- Member
  Women's Missionary Society
  Lee Chapel AME Church
  Bishop Vashti Murphy McKenizie
  Rev. Ed Thompson, Pastor

- Nashville CIVITAN Member

- Ronald McDonald House Community Volunteer

- Community Volunteer
  Van Buren County

- Community Volunteer
  White County

August 1996 - March 2000
Mathematics & Science Dean, ***Orange County Public Schools***
Orlando, FL United States
- Directed department meetings to reinforce team collaboration and support educational policies that maintain high standards and accountability.
- Spearheaded curriculum revisions to ensure alignment with conservative principles, preparing students for successful futures
- Mentored new teachers, providing guidance on classroom management and conservative approaches to education policy.

January 1998 - January 2000
Ethics Board Member ***Orange County Public Schools***
Orlando, FL United States
- Served as a key advisor on the Ethics Board, promoting integrity and responsible citizenship among school stakeholders
- Organized public presentations to engage local communities in discussions on ethics in education and government, reinforcing conservative values.

August 1997 - August 1999
Mathematics Professor ***Valencia Community College***
Orlando, FL United States
- Taught Calculus and Differential Equations
- Customized instructional plans to address varied learning needs, supporting an inclusive yet challenging academic environment
- Led workshops on critical thinking and effective communication, equipping students with essential skills for responsible civic participation.

EDUCATION

May 1993
Bachelor of Science Chemistry
Prairie View A&M University, Prairie View, TX

Rev. Dr. Marcellus A. Norris

Executive Church Leader | Pastor | Church Growth Strategist | Evangelism & Organizational Development Specialist

Professional Summary

Dynamic and visionary ministry leader with more than 25 years of pastoral, executive, and organizational leadership experience within the African Methodist Episcopal Church. Proven expertise in church growth, evangelism, financial stewardship, ministry development, digital transformation, leadership training, and strategic organizational advancement. Recognized for revitalizing congregations, strengthening finances, expanding membership, launching innovative ministries, and leading denomination-wide initiatives that drive sustainable growth and engagement.

Core Competencies

Church Growth & Evangelism	Strategic Leadership & Vision Casting
Organizational Development	Financial Stewardship & Administration
Digital Transformation	Community Engagement
Leadership Training & Mentorship	Public Speaking & Teaching
Ministry Revitalization	Church Operations & Infrastructure Management

Professional Experience

Executive Director of Church Growth & Development | African Methodist Episcopal Church | 2021 – Present

- Modernized the Department through digital transformation initiatives.
- Launched the AME Church Growth App and expanded global engagement.
- Introduced Operation Reclaim to recover inactive members.
- Launched the Believe and Belong Evangelism Campaign.
- Strengthened evangelism certification and leadership development.

Pastor | St. Luke AME Church, Nashville, TN | 2021 – 2025

- Led the church through successful post-pandemic restoration.
- Oversaw major campus renovations and worship enhancements.
- Improved accessibility, security, and worship technology.

Pastor | St. Luke AME Church, New York, NY | 2012 – 2021

- Liquidated more than $1 million in church debt.
- Secured $638,000 in insurance restoration funding.
- Expanded after-school and ESL community programs.
- Led mortgage burning celebration in 2021.

Destiné Lacen

Empower. Advocate. Transform.

Education Program Manager
Charter School Development
Grant Writer
Driving Equity-Focused Learning Solutions
Instructional Support Specialist

Contact

destine.lacen@gmail.com
linkedin.com/in/destine-lacen
Nashville, Tennessee

Education

Trevecca Nazarene University
Master's of Arts in Teaching
2016

Tennessee State University
Bachelor's of Health Information Management
2012

PROFESSIONAL SUMMARY

Program Manager and strategic communications leader with 10+ years of experience leading equity-focused initiatives in education through program development, operational planning, stakeholder engagement, and mission-aligned communications. Skilled in translating strategic priorities into impactful programs and audience-centered messaging through cross-functional collaboration, advocacy, grant writing, and leadership partnerships. Combines expertise in organizational strategy, program management, and storytelling to build sustainable systems that drive measurable outcomes across diverse communities.

EDUCATION POLICY & COMMUNITY ENGAGEMENT LEADERSHIP

Professional Development Co-Presenter — TECA

Student Resilience, Engagement & Trauma-Informed Practices | 2026

- Co-presented a professional development session focused on student resilience, engagement, and trauma-informed instructional practices alongside a fellow educator.
- Facilitated discussion on the impact of Adverse Childhood Experiences (ACEs), Positive Childhood Experiences (PCEs), and Maslow's Hierarchy of Needs on student learning, behavior, and academic engagement.
- Led educator reflection around the concept of students carrying "invisible backpacks" shaped by trauma, culture, responsibilities, strengths, and lived experiences.
- Supported educator understanding of how resilience is developed through relationships, emotional safety, structured support, and opportunities for productive struggle.

EDUCATION POLICY & COMMUNITY ENGAGEMENT LEADERSHIP

Education Advocate & Presenter (TECA) | 2023–2026

- Presented experiential learning and student-access recommendations to education leaders and stakeholders
- Authored advocacy communications supporting innovative learning models
- Collaborated/s with community partners connecting schools with real-world learning opportunities

Team Leadership & Supervision-2015-Present

- Mentors early-career teachers through onboarding and coaching cycles
- Facilitates cross-team collaboration meetings supporting initiative implementation
- Supports coordination of educator teams implementing student-centered programming

Parent Teacher Organization (PTO) Secretary | 2023-2026
Shawb Elementary School | Volunteer Leadership Role

- Supported parent-school partnership initiatives through meeting coordination, communication management, scheduling, and organizational documentation.
- Assisted with planning family engagement events, volunteer coordination, and school-community outreach activities in collaboration with school leadership and parent stakeholders.
- Maintained records, meeting notes, and communication systems to support PTO operations and community engagement efforts.
- Contributed to strengthening family involvement and school-community relationships through consistent administrative and organizational support.

Advancement Projects

Tennessee Educators of Color Alliance (TECA), Nashville, Tennessee| 2023 - 2025
Charter School Fellow July 2024 - April 2025

- Founding participate in a program designed to build leadership and advocacy for educators of color.
- Engaged in training and networking to strengthen educational practices for historically underserved student populations and developed an understanding of charter school funding, authorization, and data analysis while exploring content specific to Tennessee and Nashville's education landscape.
- Collaborated with a diverse cohort of educators to develop strategies for advancing equity, inclusion, and culturally responsive practices in the classroom.

Messy Roots LLC | Fall 2024
Leadership Coaching Foundations Participant

- Completed an 8-week, 30-hour leadership coaching certification program designed to support and nurture leaders of color and developed core coaching skills including building trust, providing feedback, asking strategic questions, and empowering coachees to achieve their goals.
- Gained a deep understanding of culturally responsive coaching strategies tailored to meet the unique needs of leaders of color. Equipped with tools and frameworks to support diverse leaders in creating a strong foundation for impactful leadership in their communities.

Program Coordination & Stakholder Engagement Leadership

Selected schoolwide initiatives:

Coordinated Literacy Nights and student academic showcases strengthening family engagement and student confidence

- Supported advisory structures promoting belonging and student leadership development
- Facilitated restorative circles and social-emotional learning programming supporting school climate and wellness
- Coordinated logistics for engagement-centered initiatives including scheduling, communications, documentation, and planning alignment
- Supported student clubs and enrichment experiences strengthening participation and connection
- Collaborated with community partners connecting students with experiential learning opportunities

Awards and Achievements

Golden Apple and Certificate for Teacher of the Month| March 2025

Certificate of Excellence in the ELA Department| January 2025

Golden Apple and Certificate for Teacher of the Summer | June 2024

TECA Fellowship Graduation Presenter|2035

Developed Op-Ed Tennessee Experiential Learning Innovation Plan

(TELIP)

"Redefining Learning Through Experience, Innovation, and Community."

which highlights how:
Tennessee must modernize its education system by shifting from outdated, test-driven models to dynamic, community-based, and technology-integrated learning that equips all students for global success and real-world challenges.

ATTACHMENT 4: ORGANIZATIONAL CHART

Board of Directors

↓

Head of Schools/Superintendent

↓ ↓

School Director

↓

K–1 Teacher 2–3 Teacher 4–5 Teacher

Instructional Teaching Assistant (3)

Contracted Special Education Services

Contracted Related Service

Food Service Vendor

Transportation Vendors

Children & Families Director

↓

Attendance & Family Engagement

Community Partnerships

Student Support Coordination

The school-based organizational chart reflects Empowerment Academy's intentionally small-campus, relationship-centered operational model designed to support approximately 50 students during the school's startup years. The structure prioritizes direct instructional support, strong family engagement, operational efficiency, and consistent leadership oversight while remaining financially sustainable within the proposed budget.

Each campus is led by a School Director responsible for daily operations, instructional leadership, staff supervision, school culture, compliance, and student achievement. Supporting the campus leadership structure is a Children & Families Director who oversees attendance intervention, family engagement, student wellness supports, mentorship coordination, and community partnerships to strengthen student success beyond the classroom.

Instructional delivery is supported through a multi-grade classroom model consisting of three lead classroom teachers and three instructional teaching assistants. This structure allows the school to maintain low student-to-adult ratios, personalized learning environments, small-group intervention support, and strong relationship-building while operating sustainably during the school's initial years. Additional

operational and compliance support is provided through centralized network leadership and contracted service providers, including special education, related services, food service, transportation coordination, and financial oversight.

ATTACHMENT 5: ARTICLES OF INCORPATATION

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

LAVEESHIA PRYOR
900 13TH AVE S
NASHVILLE, TN 37212, USA

12/09/2025

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepencies.

Entity Name:	THE EMPOWERMENT ACADEMY		
SOS Control #:	002009868	Initial Filing Date:	03/24/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2025
Business County:	Davidson		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #: 2025-194010		Filing Fee:	$20.00
Payment: Credit Card - 3894890715			$20.00
Amendment Type:	Articles of Amendment		
Filing Date:	03/28/2025 12:34 PM	Tracking Number:	B2025157559

This will acknowledge the filing of the attached Amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number above.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

Tre Hargett
Secretary of State

Event History

Legal Name: THE EMPOWERMENT ACADEMY BOARD changed to Previous Legal Name
Business Name changed from THE EMPOWERMENT ACADEMY BOARD to THE EMPOWERMENT ACADEMY

Tracking Number
B2025157559

Articles of Amendment

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/businesses

Control #: 002009868
Filed: 03/28/2025 12:34 PM
Tre Hargett
Secretary of State

Tre Hargett
Secretary of State

Entity Name

Business Name: THE EMPOWERMENT ACADEMY
Entity Type: Nonprofit Corporation
Business Status: Active
Annual Report Due Date: 10/01/2025
Control Number: 002009868
Place of Formation: TENNESSEE

Entity Information

Do you have additional uploads you would like to attach to this filing?
☐ Yes ☑ No

Will this filing have a delayed effective date?
☐ Yes ☑ No

The amendment was duly adopted on: 3/28/2025
By: The incorporators without member approval, as such was not required.

Indicate which of the following statements applies by checking the applicable block:
☑ Additional approval for the amendment (as permitted by §48-60-301 of the tennessee nonprofit corporation act) was not required.
☐ Additional approval for the amendment was required by the charter and was obtained.

Signature

☑ By entering my name in the space provided below, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day.

☑ Pursuant to the provisions of T.C.A. § 48-60-105 the above nonprofit corporation adopts the articles of amendment to its charter.

Signed Electronically: LAVEESHIA PRYOR
Date: 03/28/2025
Title: TREASURER

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

Date: 03/28/2025 **Invoice:** 2025-194010

Customer Information

LAVEESHIA PRYOR
THE EMPOWERMENT ACADEMY
900 13TH AVE S
NASHVILLE, TN 37212, USA

Tracking #	Description	Amount Paid
B2025157559	Articles of Amendment for THE EMPOWERMENT ACADEMY BOARD (Corporation Filings)	$ 20.00

Payment Details

Fee Total:	$ 20.00
Payment Total:	$ 20.00
Amount Due:	$ 0.00

Payment Method

Payment Type: Credit Card
Check/Confirmation Number: 3894890715

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

Date: 03/28/2025 **Invoice:** 2025-194010

Customer Information

LAVEESHIA PRYOR
THE EMPOWERMENT ACADEMY
900 13TH AVE S
NASHVILLE, TN 37212, USA

Tracking #	Description	Amount Paid
B2025157559	Articles of Amendment for THE EMPOWERMENT ACADEMY BOARD (Corporation Filings)	$ 20.00

Payment Details

Fee Total:	$ 20.00
Payment Total:	$ 20.00
Amount Due:	$ 0.00

Payment Method

Payment Type: Credit Card
Check/Confirmation Number: 3894890715

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

LAVEESHIA PRYOR
900 13TH AVE S
NASHVILLE, TN 37212, USA

12/09/2025

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepencies.

Entity Name:	THE EMPOWERMENT ACADEMY		
SOS Control #:	002009868	Initial Filing Date:	03/24/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2025
Business County:	Davidson		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #:	(No Receipt Record)	Filing Fee:	$0.00
Payment:	(No Payment Record)		$0.00

Amendment Type:	Administrative Amendment		
Filing Date:	10/15/2025 08:34 AM	Tracking Number:	B2025803340

This will acknowledge the filing of the attached Administrative Amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number above.

Tre Hargett
Secretary of State

Event History

Business Email changed from: pastorvee@saintjohnfrankfort.org to: pastorvee@empowermentacademy.net

Tracking Number
B2025803340

Change of Mailing, NAICS codes, Fiscal Year and/or Email Address

Tre Hargett
Secretary of State

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/businesses

Control #: 002009868
Filed: 10/15/2025 08:34 AM
Tre Hargett
Secretary of State

Entity Name

Business Name: THE EMPOWERMENT ACADEMY
Business Status: Active
Control Number: 002009868
Place of Formation: TENNESSEE

Amended Information

The email for this entity was changed.

Signature

☑ By entering my name in the space provided below, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day.

Signed Electronically: LAVEESHIA PRYOR
Date: 10/15/2025
Title: TREASURER

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

LAVEESHIA PRYOR
900 13TH AVE S
NASHVILLE, TN 37212, USA

12/09/2025

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepencies.

Entity Name:	THE EMPOWERMENT ACADEMY		
SOS Control #:	002009868	Initial Filing Date:	03/24/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2025
Business County:	Davidson		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #: 2025-712862		Filing Fee:	$20.00
Payment: Credit Card - 3907799839			$20.00

Amendment Type:	Articles of Amendment		
Filing Date:	10/15/2025 09:20 AM	Tracking Number:	B2025803353

This will acknowledge the filing of the attached Amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number above.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

Tre Hargett
Secretary of State

Event History

Religious Type changed from: Religious to: Non-Religious
Member Type changed from: Yes to: No

Tracking Number
B2025803353

Articles of Amendment

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/businesses

Control #: 002009868
Filed: 10/15/2025 09:20 AM
Tre Hargett
Secretary of State

Tre Hargett
Secretary of State

Entity Name

Business Name: THE EMPOWERMENT ACADEMY
Entity Type: Nonprofit Corporation
Business Status: Active
Annual Report Due Date: 10/01/2025
Control Number: 002009868
Place of Formation: TENNESSEE

Entity Information

This corporation is a:
☑ Public Benefit Corporation ☐ Mutual Benefit Corporation
☐ Religous Corporation ☑ Not Religous Corporation

This corporation will:
☐ Have Members ☑ Not Have Members

Do you have additional uploads you would like to attach to this filing?
☐ Yes ☑ No

Will this filing have a delayed effective date?
☐ Yes ☑ No

The amendment was duly adopted on: 10/15/2025
By: The incorporators without member approval, as such was not required.

Indicate which of the following statements applies by checking the applicable block:
☑ Additional approval for the amendment (as permitted by §48-60-301 of the tennessee nonprofit corporation act) was not required.
☐ Additional approval for the amendment was required by the charter and was obtained.

Other Provisions:
NA

Signature

☑ By entering my name in the space provided below, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day.

☑ Pursuant to the provisions of T.C.A. § 48-60-105 the above nonprofit corporation adopts the articles of amendment to its charter.

Signed Electronically: LAVEESHIA PRYOR
Title: TREASURER
Date: 10/15/2025

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 8th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

Date: 10/15/2025 **Invoice:** 2025-712862

Customer Information

LAVEESHIA PRYOR
THE EMPOWERMENT ACADEMY
900 13TH AVE S
NASHVILLE, TN 37212, USA

Tracking #	Description	Amount Paid
B2025803353	Articles of Amendment for THE EMPOWERMENT ACADEMY (Corporation Filings)	$ 20.00

Payment Details

Fee Total:	$ 20.00
Payment Total:	$ 20.00
Amount Due:	$ 0.00

Payment Method

Payment Type: Credit Card
Check/Confirmation Number: 3907799839

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

LAVEESHIA PRYOR
900 13TH AVE S
NASHVILLE, TN 37212, USA

12/09/2025

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepencies.

Entity Name:	THE EMPOWERMENT ACADEMY		
SOS Control #:	002009868	Initial Filing Date:	03/24/2025
Entity Type:	Nonprofit Corporation	Formation Locale:	TENNESSEE
Status:	Active	Duration Term:	Perpetual
Fiscal Year Close:	June	Annual Report Due:	10/01/2025
Business County:	Davidson		
Benefit Type:	Public Benefit Corporation	Religious Type:	Non-Religious

Document Receipt

Receipt #: 2025-162081	Filing Fee:	$100.00
Payment: Credit Card - 3894591253		$100.00

Registered Agent Address:
THE EMPOWERMENT ACADEMY
900 13th Ave S
Nashville, TN 37212

Principal Office Address:
900 13th Ave S
Nashville, TN 37212
Davidson County, USA

Congratulations on the successful filing of your Charter Nonprofit Corporation for **THE EMPOWERMENT ACADEMY** in the State of Tennessee which is effective **03/24/2025**. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (www.tn.gov/revenue) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

Tracking Number
B2025126143

Charter Nonprofit Corporation

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/businesses

Control #: 002009868
Filed: 03/24/2025 08:45 PM
Tre Hargett
Secretary of State

Tre Hargett
Secretary of State

Entity Information

Entity Name: THE EMPOWERMENT ACADEMY BOARD

Entity Type: Nonprofit Corporation

Fiscal Year Ending Month: June

Additional Designation: *(No additional designation)*

Principal Office Address
900 13th Ave S
Nashville, TN 37212
Davidson County, USA

Mailing Address
900 13th Ave S
Nashville, TN 37212
Davidson County, USA

Will this filing have a delayed effective date?
☐ Yes ☑ No

Period of Duration:
Perpetual

Nature of Business (NAICS):
611110 - Elementary and Secondary Schools

This corporation is a:
☑ Public Benefit Corporation ☐ Mutual Benefit Corporation
☑ Religous Corporation ☐ Not Religous Corporation

This corporation will:
☑ Have Members ☐ Not Have Members

Provisions regarding the distribution of assets upon dissolution:
In the event of dissolution of this corporation due to lack of participation, or for any other legal reason, all liabilities and obligation of the organization shall be paid. Any remaining funds in the treasury at the time shall be given to another nonprofit organization, to be determined by the remaining leadership.

Other Provisions:
See Organization Bylaws

Do you have additional uploads you would like to attach to this filing?
☑ Yes ☐ No

Incorporators

LAVEESHIA PRYOR
900 13th Ave S
Nashville, TN 37212, USA

Registered Agent Information

THE EMPOWERMENT ACADEMY BOARD
900 13th Ave S
Nashville, TN 37212, USA

Incorporator's Signature

☑ By entering my name in the space provided below, I certify that I am authorized to file this document on behalf of this entity, have examined the document and, to the best of my knowledge and belief, it is true, correct and complete as of this day.

☑ The undersigned, acting as incorporator of the nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the above Articles of Incorporation.

Signed Electronically: LAVEESHIA PRYOR **Date:** 03/24/2025

Division of Business and Charitable Organizations
Department of State
State of Tennessee
312 Rosa L. Parks Avenue, 6th Floor
Nashville, Tennessee 37243
Phone: 615-741-2286
sos.tn.gov/

Tre Hargett
Secretary of State

Date: 03/24/2025 **Invoice:** 2025-162081

Customer Information

LAVEESHIA PRYOR
THE EMPOWERMENT ACADEMY
900 13TH AVE S
NASHVILLE, TN 37212, USA

Tracking #	Description	Amount Paid
B2025126143	Charter Nonprofit Corporation for THE EMPOWERMENT ACADEMY BOARD (Corporation Filings)	$ 100.00

Payment Details

Fee Total:	$ 100.00
Payment Total:	$ 100.00
Amount Due:	$ 0.00

Payment Method

Payment Type: Credit Card
Check/Confirmation Number: 3894591253

ATTACHEMENT 6: PROOF OF NONPROFIT AND TAX-EXEMPT STATUS

An official website of the United States government Here's how you know | My Account | Sign Out

Browse Payments See All Forms Help About Us

For your security, we recommend you close your browser when you complete your payment.

Payment Confirmation - Application for Recognition of Exemption Under Section 501(c)(3)

✓ Before You Begin ✓ Complete Agency Form ✓ Enter Payment Info ✓ Review & Submit 5 **Confirmation**

Need Help?

Contact:
IRS Customer Service

Phone:
877-829-5500

Your payment is complete

You can find your receipt in your account payment activity. A confirmation email has been sent to karron0624@yahoo.com, brooks2jesus01@yahoo.com.

We value your feedback!

Do you have any feedback regarding your Pay.gov experience?
Please share it here.

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. For information on the status of your application, visit IRS.gov and search for Where's My Application. If you submitted your application before the date indicated on that page and haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need the information

specified on the Where's My Application page, including your name and employer identification number (EIN), when calling.

Tracking Information

Pay.gov Tracking ID: 27T70UQH

Agency Tracking ID: 77261513599

Form Name: Application for Recognition of Exemption Under Section 501(c)(3)

Application Name: Form 1023

Payment Information

Payment Type: Debit or credit card

Payment Amount: $600.00

Transaction Date: 01/07/2026 11:28:21 PM EST

Payment Date: 01/07/2026

Account Information

Cardholder Name: Miles Brooks

Card Type: Visa

Card Number: **********8485

View this payment on the Payment Activity page.
View this form on the My Forms page.

Return to top

ATTACHMENT 7: GOVERNING BOARD BYLAWS

THE EMPOWERMENT ACADEMY BYLAWS

ARTICLE 1: NAME

The business of the Corporation shall be conducted using the name The Empowerment Academy (hereinafter "EA") or such other name or names as EA's Board of Directors (hereinafter referred to as the "Board") may authorize. These Bylaws shall regulate the business and affairs of EA, subject to the provisions of its Articles of Incorporation and any applicable laws of the State of Tennessee.

ARTICLE 2: PURPOSE

The organization is organized exclusively for educational, charitable, and scientific purposes, under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE 3: OFFICES

Section 1: Principal Office. The Principal Office of EA shall be located at 5510 Old Hickory Blvd, Ste B #113, Hermitage, TN 37076.

Section 2: Registered Office and Registered Agent. The Registered Office of EA required by law to be maintained in the State of Tennessee may be, but need not be, identical with the Principal Office, and the address of the Registered Office may be changed from time to time as provided in the Bylaws.

EA may have offices at such other places, either within or without the State of Tennessee, the Board from time to time may determine or as the affairs of the Corporation may require.

ARTICLE 4: BOARD OF DIRECTORS

Section 1: General Powers. A Board's powers shall be exercised by and under the authority of, and the business and affairs of EA shall be managed under the direction of, the Board of Directors.

Section 2: Number and Qualifications. The number of directors of EA shall be set by the Board; provided, however, that there shall always be a minimum of three (3) members on the Board. A decrease in the number of directors shall not shorten the term of any director in office at the time of such decrease. New Board Members shall be nominated and elected by the Board Members of EA in good standing. Directors representing EA shall be appointed by the President of the Board upon the recommendation of the current Board Members.

Section 3: Terms of Directors. The terms of the directors of EA shall be set forth as one term positions. A term shall be the time period of three (3) calendar years. Board Members may be elected for consecutive terms.

Section 4: Nomination and Election of Directors. Board Members shall be elected at the applicable Board Meeting, and those persons who receive a plurality of the votes cast by the Board Members entitled to vote shall be deemed to have been elected. Nominations of future Board Members may be made by any active Board Member. Board Members may require any proposed nominee to furnish such other information as may reasonably be required by the Board to determine the eligibility of such proposed nominee to serve as a Board Member.

Section 5: Culminating Voting. A member shall have the right to cumulate his or her votes in the election of directors.

Section 6: Removal. A Board Member may be removed from office with cause by a unanimous vote of a majority of all of the Board Members entitled to vote. Unless otherize specified in these Bylaws, a Board Member may not be removed by the members at a meeting unless the notice of such meeting states that the purpose or one of the purposes, of the meeting is removal of the director.

Section 7: Vacancies. A vacancy occurring on the Board of Directors shall be filled within sixty (60) days of the vacancy occurring.

ARTICLE 5: MEETINGS AND REQUIREMENTS OF THE BOARD OF DIRECTORS

The Board shall meet on the 1st Thursday of each March, June, September, and December of each calendar year. Agenda, minutes and any financial reports shall be provided to the Board at least two weeks prior to each meeting. Any Board Member who misses three (3) regular meetings in a 12 month period may be removed from the Board by a majority vote at any time, provided, that the Board may excuse for good cause any absence.

Section 1: Regular Meetings. The Board may provide, by resolution or agreement via email, the time and place, either within or without the State of Tennessee for the holding of regular meetings. Unless otherwise provided by the Board, the Board shall meet at least as often as prescribed above.

Section 2: Special Meetings. Special meetings of the Board may be called by or at the request of the President or any three (3) directors. Such meetings may be held either within or without the State of Tennessee as fixed by the person or persons calling any such meeting.

Section 3: Notice of Meetings. When held on the dates and at the time established as customary by the Board, regular meetings of the Board may be held without notice. The person or persons calling a special meeting shall give notice thereof by telephone, telegraph, teletype or other form of wire or wireless communication, including facsimile communication, or by written communication delivered by hand, United States mail, or private carrier. Written notice of a special meeting of the directors is effective at the earliest of the following: (a) when received; (b) upon its deposit in the United States mail, as evidenced by the postmark, if mailed by first class mail, with postage thereon prepaid, and correctly addressed; (c) upon transmission if sent by facsimile and if completed transmission is evidenced by a sender's confirmation report generated by the sender's facsimile machine; or (d) on the date shown on the confirmation of delivery issued by a private carrier, if sent by private carrier to the address of the director last known to the EA. Oral notice is effective when actually communicated to the director. Notice of an adjourned meeting of directors

need not be given if the time and place are fixed at the meeting adjourning and if the period of adjournment does not exceed ten (10) days in any one adjournment. Such notice need not specify the purpose for which the meeting is called. Special meetings may be held without notice upon the unanimous consent of the directors.

Section 4: Waiver of Notice. Any director may waive notice of any meeting by filing a written and signed waiver with the minutes of the meeting or in the EA records.

Section 5: Quorum. A majority of the members of record at any Board Meeting, either in person or by proxy, shall constitute a quorum for the transaction of business at such meeting or will be deemed to be present for the remainder of that meeting and for any adjournment; unless a new record date is set for the adjourned meeting.

Section 6: Voting. Each Board Member shall be entitled to one (1) vote upon each matter presented for action at that meeting. The vote of the majority Board Members represented at any meeting, either in person or by proxy, shall decide any matter brought before such meeting for Board Member action, except as otherwise provided by the applicable law, the Charter or these Bylaws.

Section 7: Consent of Directors in Lieu of Meeting. Any action that may be taken at a meeting of the Board may be taken without a meeting if all of the Directors consent, in writing, to taking that action without a meeting. If the Directors so consent, the affirmative vote of the number of Directors that would be required to take that action if a meeting had been conducted shall be the act of the Board. The written consent signed by each Director, in one (1) or more counterparts, must describe the action taken and each Director's vote or abstention concerning that matter. The written consent shall be filed with EA's corporate records.

Section 8: Compensation and Expense Reimbursement. Directors who are not also corporate or administrative officers of EA may be compensated. In addition, Directors who are not also corporate or administrative officers may receive payment for particular services actually rendered to or on behalf of EA, such as legal counsel, medical service, accounting or other required services, upon specific approval of the Board; provided however, that no contract for equipment or supplies may be entered into between EA and one (1) or more Directors unless such contract is approved in accordance with EA's Code of Conduct and applicable law.

Section 9: Secretary Responsibilities. The Secretary shall maintain at the EA's principal office (a) the Articles of Incorporation, and all amendments thereto, (b) these By-laws, and all the amendments hereto, (c) minutes of the meetings, and all resolutions, of all committees of the Board, (e) the minutes of all meetings of members, (f) all written communications to members, and all financial statements required to be made available to all members, for the preceding three (3) years, (g) a list of the names and business addresses of the EA current directors and officers, and (h) the organization's most recent annual report delivered to the Tennessee Secretary of State under the Act.

Section 10: Board Member Requirements. In order to maintain their status on the Board, a Board Member must in each calendar year: (1) attend the four (4) standard quarterly board meetings; (2) raise or provide services in the equivalent worth of fifty thousand dollars ($50,000); (3) be active in one (1) of the communities in which EA is serving; and (4) commit to a minimum of fifty (50) volunteer hours in assisting EA. Failure to meet these minimum standards shall be reason for removal of a Board Member. Board Members being removed by this provision shall be removable by majority vote.

ARTICLE 6: BOARD OFFICERS AND DUTIES

Section 1: Elected Officers. The Board will elect a President and Vice President. The Officers will be elected by the Board at the first regularly scheduled meeting in March of each year for a term of one year. The term of office for each officer shall begin immediately following the Board election of said officers. Between meetings, the officers shall have the authority of the Board, except, that it shall not have the authority to approve or amend the budget.

Section 2: President. To be eligible for election as President, the Board member must have served on the Board for one year. The President shall be the principal member of the Board. The President will preside at all meetings of the Board, appoint all committees not otherwise provided by the Board, and supervise over EA and all of its activities. In the absence of corporate officers, the President will be one of the approved signatures for check signing and all other banking transactions as necessary. The President has signature authority for the corporation. The President shall perform all other duties as may be prescribed by the Board from time to time.

Section 3: Vice President. The Vice President shall assume and perform the duties of the President in the absence or incapacity of the President. The Vice President shall be one of the approved signatures for check signing and all other banking transactions as necessary. The Vice President shall perform all other duties as may be prescribed by the Board from time to time.

Other Positions: The Board may create and fill other positions as necessary in any meeting of the Board. The creation of a position requires, and the responsibilities of that position require a simple majority votes. "Other Positions" are not permanent positions, and their responsibilities are subject to change at the discretion of the Board.

ARTICLE 7: COMMITTEES

Committees shall select their own chairpersons.

Budget Committee: The Budget committee will consist of the President, the Chief Executive Officer, Chief Financial Officer, and one (1) other Board Member. The proposed budget for the upcoming year shall be submitted at the March meeting and read to present Board members. The budget will be ratified in the March meeting.

All Other Committees: The Board shall create other committees required for the function of the corporation. The President shall be an ex-officio member of all committees. Committee members shall be selected by Board vote at regularly scheduled Board Meetings. All committees shall meet as needed and report to the Board at regularly scheduled meetings.

ARTICLE 8: CORPORATE AND ADMINISTRATIVE OFFICERS

Section 1: Corporate Officers. The EA Board shall present its slate of nominees for corporate officers at the March Board Meeting, unless otherwise requested by the Board. The corporate officers of EA shall be CEO, CS, and CFO, and such other officers (each referred to hereinafter, collectively, and individually, as "Corporate Officer(s)") as are elected by the Board. Any two (2) or more offices may be held by the same person, except the office of CEO and CS. The CS and CFO may be one (1) person. The Board may appoint one (1) or more assistant officers.

Section 2: Appoint and Term of Office. Each Corporate Officer shall be elected by the Board at the March Board Meeting and shall hold office until his or her earlier removal, resignation, retirement, or death. Vacancies may be filled at any time by appointment by the Board.

Section 3: Removal. Any Corporate Officers appointed by the Board may be removed by the Board at any time with or without cause. The removal of a Corporate Officer shall not prejudice any contract rights of that person.

Section 4: Chief Executive Officer. The Chief Executive Officer ("CEO") shall be responsible for the management and oversight of EA's business and for implementing all Board policies and directives. The CEO is authorized to appoint, remove, and establish the powers, duties, and compensation of EA's officers and employees, subject to the oversight of the Board. Unless otherwise directed by the Board, the CEO shall have the power and authority to enter into, execute and deliver any document or instrument on behalf of EA. The CEO shall be a signer on the bank accounts established for EA. The CEO may delegate to other officers, employees or agents authority to execute such documents, subject to any limitations and restrictions upon the authority so delegated. The Board may delegate other powers and duties to the CEO, consistent with the requirements of applicable law, the Articles of Incorporation, these Bylaws, and any limitations imposed by the Board. The CEO may be a member of the Board with voting privileges on the Board, provided that the CEO shall not receive a salary at the time the CEO sits on the Board.

Section 5: Corporate Secretary/Chief of Staff. The Corporate Secretary and/or Chief of Staff (CS) position shall attend all Board and Board Committee meetings but shall not be a Director. The CS shall record all votes, maintain minutes of all proceedings, keep appropriate records of all other actions, and prepare the annual reports of EA. The books of EA may be kept outside of the State, subject to applicable law, the Articles of Incorporation, or these Bylaws. The CS shall give, or cause to be given, required notices of the meetings of the Board and Board Committees. The CS shall also perform such other duties as may be prescribed by the Board; provided, however, that any of such duties may be delegated by the Board to an Assistant Corporate Secretary or other officer or employee of EA.

Section 6: Chief Financial Officer. The Chief Financial Officer ("CFO") shall not be a Director. The CFO shall be responsible for the care and custody of EA's funds, securities, investments, and other assets (hereinafter referred to as the "Assets"). The CFO shall keep full and accurate accounts of receipts and disbursements of the Assets. The CFO shall deposit all Assets in such depositories

as may be designated by the Board in the name of and for the benefit of EA. The CFO shall be a signer on the bank accounts established for EA. The CFO shall also perform such other duties as may be prescribed by the Board; provided, however, that any such duties may be delegated by the Board to another officer or employee of EA.

Section 7: Administrative Officers – Appointment, Term, and Removal

(a) **Appointment.** The Board may at its discretion, appoint administrative officers (hereinafter referred to as "Administrative Officers") in addition to those set forth in Article 8, Section 1, upon the recommendation of the President. Administrative Officers shall not be Directors. In the absence of explicit direction from the Board, compensation and duties for Administrative Officers shall be prescribed by the President.

(b) **Term.** Administrative Officers shall hold office until his or her earlier removal, resignation, retirement, or death.

(c) **Removal.** Any Administrative Officers may be removed at any time with or without cause by the Board or by the President in his or her sole direction. The removal of an Administrative Officer shall not prejudice any contract rights of that person.

ARTICLE 9: AMENDMENTS

These Bylaws may be amended, repealed or altered in part by the following procedure:

(a) the proposed amendment has been submitted in writing to the President two (2) weeks prior to being submitted to the membership;

(b) the membership is notified in writing that a vote is to be taken at the next scheduled meeting on the proposed amendment and the wording of the present and proposed amendment is included in the notification;

(c) the proposed amendment has been submitted to the general membership for discussion at a regularly scheduled meeting; and

(d) a two-thirds (2/3) vote of those active members present at the scheduled meeting is received in favor of the proposed amendment.

ARTICLE 10: PROCEDURES

Roberts Rules of Order, Newly Revised, shall govern all procedure and parliamentary matters of EA meetings.

Any required notice or writing may be transmitted electronically.

ARTICLE 11: PECUNIARY GAIN AND CONFLICT OF INTEREST

The organization shall not afford pecuniary gain to its volunteers or Board. No part of the net earnings, donations, or other monies shall inure to the benefit of its officers or committee chairpersons. The organization may pay reasonable compensation for services and personnel who

shall not be voting members of the organization. No part of the activities of the organization shall be for carrying of campaign for public office including issuance of statement of endorsements.

The corporation may not make any loan to or borrow money from any Board member, Ex- Officio member, committee member, employee, or volunteer.

ARTICLE 12: INDEMNIFICATION

Section 1: Indemnification of Directors, Officers and Employees. EA shall indemnify, to the maximum extent permitted by applicable law, any individual, or such individual's heirs, executors, administrators or legal representatives, who is made a party to any threatened, pending, or completed action, suit or proceeding whether civil, criminal, administrative, or investigative and whether formal or informal, because the individual is or was a Director, officer or employee of EA, or who, while a Director, officer or employee is or was as a director, officer, partner, trustee, employee, or agent of another corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise at EA's request. Such indemnity shall include any expenses (including legal expenses), judgments, settlements, penalties, fines (including an excise tax assessed with respect to an employee benefit plan), and other liabilities actually incurred with respect to such an action, suit or proceeding. If applicable law is amended to limit or restrict the indemnification rights permitted by law as of the effective date of these Bylaws, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this Article 13 that occur subsequent to the effective date of such amendment. The indemnification and advancement of expenses granted pursuant to this Article 13 shall not be deemed to be exclusive of any other rights to which a Director, officer or employee seeking indemnification or advancement of expenses may be entitled pursuant to law.

Section 2: Expenses. Expenses incurred by an individual in defending a civil or criminal action, suit or proceeding by reason of the fact that such individual is, or was, a Director, officer or employee of EA (or who, while a Director, officer or employee is or was as a director, officer, partner, trustee, employee, or agent of another corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise at EA's request) shall be paid by EA in advance of the final disposition of such action, suit or proceeding if: (a) said person furnishes EA a written affirmation of said person's good faith belief that said person has met the standard of conduct described in T.C.A. § 48-18-502; (b) said person furnishes EA a written undertaking, executed personally or on behalf of said person to repay any advances if it is ultimately determined that such person is not entitled to indemnification; and (c) a determination is made that the facts then known to those making a determination would not preclude indemnification under the Act.

ARTICLE 13: POLICIES

Section 1: Check Signatures and Receipts. Two signatures will be required on checks over $1,500.00 that occur outside the scope of standard business. The Board will do a compilation of EA receipts and expenditures on a quarterly basis.

Section 2: Establishment of Policies. Policies, such as the Code of Conduct and Dress Code, as well as other policies will be established by the CEO in tandem with the Board and any assigned committee. Input for policy, by general membership, is encouraged and appreciated.

These guidelines are designed to help EA participants understand what is expected of Members, officers, and employees. Policy enforcement may include a verbal warning, reprimand, exclusion from an activity, establishing conditions for participants, or other means, up to and including revocation of membership in the organization.

ARTICLE 14 GENERAL PROVISIONS

Section 1: Seal. The EA seal shall be in the form approved and adopted by the Board and as impressed on the margin hereof, shall be the corporate seal of Organization.

Section 2: Amendments. Except as otherwise expressly provided herein, these By-Laws may be amended or repealed and new By-Laws may be adopted only by the affirmative vote of two-thirds (2/3) of the number of directors prescribed by the Board in office at the time such action is submitted to a vote. Such action may be taken at any regular or special meeting of the Board or by action without a Board meeting in accordance with these By-Laws and the Act.

Section 3: Fiscal Year. The fiscal year of the EA shall be from July 1 of each year through June 30 of the following calendar year.

Section 4: Succession Order. The succession order to the President for purposes of these By-Laws shall be the President-Elect, the Vice President, the CEO, the CFO, and the CS (in such order), and if there are no persons holding such offices or if the Board shall determine to alter such succession order, the person selected to preside by a majority of the Directors present or participating in a meeting at which such designation is necessary.

Section 5: Definitions. As used herein, the term, "Articles of Incorporation" shall mean the Articles of Incorporation of the EA as they exist as the date set forth below and as hereafter amended or restated.

Section 6: Tennessee Business Corporation Act. These Bylaws are intended to be in conformity with the requirements of the Act. If the Act does not allow certain provisions of these Bylaws to control in any given situation, then the applicable provision of said Act shall prevail.

Section 7: Non-Discrimination Policy. This corporation is committed to providing equal opportunity and fair treatment in carrying out its charitable missions and in all aspects of its operations. In accordance with the Tennessee Human Rights Act and applicable federal law, the Corporation shall not discriminate against any director, officer, employee, contractor, or applicant on the basis of race, color, ethnicity, national origin, or any other characteristic protected by applicable federal, state, or local law. This policy applies to all aspects of the corporation's governance and operations, including the selection and service of directors and officers, employment and volunteer activities, the delivery of programs and services, and access to benefits or participation in any EA sponsored activity.

Any violation of this Non-Discrimination Policy may result in disciplinary action, up to and including removal from office or termination of employment, as permitted by law and the Corporation's governing documents.

Section 8: No Other Bylaws. This version of the EA Bylaws shall be the only version of such Bylaws in effect. All previous Bylaws and their amendments are hereby terminated.

ARTICLE 15: DISSOLUTION

In the event of dissolution of this corporation due to lack of participation, or for any other legal reason, all liabilities and obligation of the organization shall be paid. Any remaining funds in any accounts at the time shall be given to another nonprofit organization, to be determined by the remaining leadership.

Adopted this 23rd Day of January, 2026 by a 2/3 vote of the Board of Directors.

These Bylaws were adopted by a "Yes" or "No" vote as prescribed by Article 14 of the previous Bylaws. The Secretary of the Board has kept a receipt of all the Board Member votes related to these Bylaws.

ATTACHMENT 8: LETTER OF INSURANCE COVERAGE

biBerk
by Berkshire Hathaway

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1-844-472-0967

Your biBERK Quote

Thank you for providing biBERK the opportunity to quote your Workers' Compensation insurance. Our mission is to protect your business so you have the peace of mind to do what you do best.

Workers' Compensation

Quote ID: 58581344

The Empowerment Academy

Policy Start Date:	3/1/2026
Policy End Date:	3/1/2027
9 Monthly Payments:	$883.22 / Month
Total Yearly Premium:	$9,140.00

Save $7 per payment by selecting Autopay

Why biBERK insurance?

We're part of Berkshire Hathaway, a company led by Warren Buffett, and one of the world's largest insurance groups, paying over $38 billion a year to resolve claims.

- Outstanding customer service
- Online certificates of insurance
- Affordable payment plans

Customer Reviews

★★★★½ 4.9 / 5

Calculated from customer reviews over the past 12 months.

COVERAGES

- Workers' Compensation
- Employer's Liability Insurance
- Coverage for Three Owners / Officers

EMPLOYER LIABILITY LIMIT

Each Accident	$100,000
Each Employee	$100,000
Policy Total	$500,000

Disclaimer: The quoted premium and policy eligibility is subject to change if changes are made to the effective date, policy limits, application information, or as required by state law.

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Your Worker's Compensation Quote ID: 58581344

Policy Details of Your Plan

Coverages

Specific events trigger coverage by this policy.

Workers' Compensation Policy

Workers' Compensation insurance pays for lost income and medical benefits for employees who are injured on the job. The amount of coverage is set by state law. Worker's Compensation insurance is usually required for businesses with employees.

Employer's Liability Insurance

Employer's Liability insurance is part of the standard Workers' Compensation policy, and typically pays for lawsuits related to on-the-job injuries that are not covered by Workers' Compensation (e.g., a claim for loss by a spouse when an employee is injured).

Covered Owners and Officers

Miles Brooks

Vee Pryor

Meka Slyvester

Classification for owners/officers may have been adjusted to meet company minimum requirements. Final Audit will be conducted to determine actual remuneration by class code.

Coverage Details

Headquarters State: Tennessee

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Description	Class Code	Premium Basis: Total Estimated Annual Payroll	Rate per $100 of Payroll	Estimated Annual Premium
COLLEGE: PROF. EMPLOYEES & CLERICAL	8868	$2,515,000.00	0.21	$5,265
COLLEGE/SCHOOL: ALL OTHER EMPLOYEES	9101	$200,000.00	1.77	$3,535
TN: Variable Insurance Annual Premium				$8,800
Fixed Insurance Premium				$340
Total Estimated Annual Premium				**$9,140**
Total Estimated Annual Cost				**$9,140**

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Injuries Not Covered by Workers' Compensation Insurance

Injuries sustained as a result of the actions below are not covered by workers' compensation insurance.

Activities not related to work responsibilities

Injuries from activities that don't benefit the employer are not covered. Examples include horseplay or fighting at work, voluntary recreational activities, and commuting to and from work.

Alcohol or drug use

In many states, injuries caused by an employee's intoxication from alcohol or other regulated and banned substances are not covered. In those states, employers can deny a claim if testing within a specified time period detects elevated levels of illegal substances.

Misconduct

Injuries resulting from violations of the law or of company rules and policies are not covered.

Self-inflicted harm

Injuries that employees cause to themselves are not covered. This includes injuries sustained by a person who initiates a physical altercation.

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Part of Berkshire Hathaway

You can insure your business with confidence when you work with biBERK. We're part of Berkshire Hathaway, a company led by Warren Buffett, and one of the world's largest insurance groups, paying over $35 billion a year to resolve claims. From jargon-free policies providing affordable, comprehensive coverage for your operations, people, and property, to attentive customer service, it's easy to understand why more businesses are turning to biBERK.

Cancellation Policy

You may cancel your policy with advance written notice or by talking with one of our insurance experts at 1-844-472-0967. Please note that policies cannot be canceled by voicemail or email, and be aware that state regulations or policy language may affect when we are able to offer cancellation. Also, a notice period may apply if you are in the for-hire transportation of goods or passengers industries and we have made a state or federal filing on your behalf. The notice period before your cancellation is subject to the minimums set by state or federal authorities and can be up to 35 days. Your policy is also subject to cancellation by us if a premium payment is not made by the due date. In addition, late payments are subject to a late fee, and a fee also will be assessed for checks that are returned for insufficient funds.

Terms and Conditions

Your annual premium is subject to change after coverage has been bound. Please be aware that the information submitted to us by you is subject to verification via an annual audit in accordance with the terms of your policy.

If you cancel the policy, you may be subject to a short rate penalty. This penalty is usually around 10% of the unearned premium. For example, if you cancel a few days in the penalty will be around 10% of the annual premium if you cancel halfway through it will be around 5%. The highest the penalty could be relative to the earned premium is 18.24 times.

Any person who knowingly and with intent to defraud any insurance company or another person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime and subjects the person to criminal and [NY: Substantial] civil penalties. (Specific language not applicable in Colorado, Florida, Hawaii, Massachusetts, Nebraska, Ohio, Oklahoma, Oregon, Tennessee, or Vermont; in the District of Columbia, Louisiana, Maine, Virginia, and Washington, insurance benefits may also be denied.)

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Limits

The each accident limit is the maximum amount paid out for a covered loss resulting from a single event. The limit includes claim expenses such as defense cost.

Each Accident $100,000

The each employee limit is the maximum amount paid out for a covered loss for an employee. The limit includes claim expenses such as defense cost.

Each Employee $100,000

The total policy limit is the maximum amount paid out for all covered losses during the policy period. The limit includes claim expenses such as defense cost.

Policy Total $500,000

Premium

The premium is the amount you pay monthly or yearly to purchase this policy.

Monthly: $863.22 (9 monthly payments of $863.22) plus down payment of $1,371.00

Yearly: $9,140.00

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Why You Need Workers' Compensation Insurance

Workers' Compensation insurance, also called "workers' comp" or "workman's comp," is valuable to you and your employees as it provides financial protection in the event of a job-related accident or illness.

State Requirements

Workers' Compensation insurance is regulated on a state-by-state basis but is generally mandatory for businesses with employees. Benefits are set by state law.

Potential Lawsuits

Workers' Compensation insurance is highly recommended for all businesses with employees due to the possibility of costly lawsuits. Whether action taken against your business is substantiated or groundless, we provide legal counsel, saving you money and giving you peace of mind.*

Backed by Berkshire Hathaway

You can insure your business with confidence when you work with biBERK. We're backed by Berkshire Hathaway, a company led by Warren Buffett, and one of the world's largest insurance groups, paying over $30 billion a year to resolve claims. From jargon-free policies providing affordable, comprehensive coverage for your operations, people, and property, to attentive customer service, it's easy to understand why more businesses are turning to biBERK.

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Your Worker's Compensation Quote ID: 58581344

Contact Details

Your contact information:
MILES BROOKS
karron0624@yahoo.com
615-491-4986

Application Questions & Answers

Answers I provided to biBERK are true, correct and complete to the best of my knowledge.
*Note: some answer(s) may have been changed during quality assurance (QA) research.

Question: Number of Employees
Answer: 45

Question: ZIP Code
Answer: 37076

Question: Business Industry
Answer: Professors, Teachers, and Clerical Employees

Question: How is your business structured?
Answer: Non-Profit Corp 501(c)(3)

Question: What is your total estimated payroll for the next 12-months?
Answer: $2,715,000.00

Question: Located In
Answer: I lease a space from others

Question: When do you want your policy to start?
Answer: 03/01/2026

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Your Worker's Compensation Quote ID: 58581344

Question: When did you start your business?
Answer: Started last year

Question: Are there any security personnel, maintenance, janitorial, bus drivers, or food service workers?
Answer: Yes

Question: Do you have multiple locations in more than one state?
Answer: No

Question: How many owners/officers does your business have?
Answer: 3

Question: How many owners/officers do you want to cover with this policy?
Answer: 3

Question: In the past 3 years how many Workers' Compensation claims were reported?
Answer: 0

Question: How many years have you been in business?
Answer: 1

Question: Are any children or students younger than five years old?
Answer: No

Question: Do you currently have a Workers' Compensation insurance policy in effect?
Answer: No

Question: When was your last Workers' Compensation insurance policy in effect?
Answer: No prior insurance

Question: Do you use any volunteers or donated labor?
Answer: Yes

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Your Worker's Compensation Quote ID: 58581344

Question: What percentage of workers are volunteers or donated labor?
Answer: 10

Question: Where does your business operate?
Answer: L

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Notice of Terrorism
Insurance Coverage

Coverage for acts of terrorism is included in your policy. You are hereby notified that under the Terrorism Risk Insurance Act, as amended in 2015, the definition of act of terrorism has changed. As defined in Section 102(1) of the Act: The term "act of terrorism" means any act or acts that are certified by the Secretary of the Treasury - in consultation with the Secretary of Homeland Security, and the Attorney General of the United States - to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion. Under your coverage, any losses resulting from certified acts of terrorism may be partially reimbursed by the United States Government under a formula established by the Terrorism Risk Insurance Act, as amended. However, your policy may contain other exclusions which might affect your coverage, such as an exclusion for nuclear events. Under the formula, the United States Government generally reimburses 85% through 2015; 84% beginning on January 1, 2016; 83% beginning on January 1, 2017; 82% beginning on January 1, 2018; 81% beginning on January 1, 2019 and 80% beginning on January 1, 2020, of covered terrorism losses exceeding the statutorily established deductible paid by the insurance company providing the coverage. The Terrorism Risk Insurance Act, as amended, contains a $100 billion cap that limits U.S. Government reimbursement as well as insurers' liability for losses resulting from certified acts of terrorism when the amount of such losses exceeds $100 billion in any one calendar year. If the aggregate insured losses for all insurers exceed $100 billion, your coverage may be reduced.

The portion of your annual premium that is attributable to coverage for acts of terrorism is $0.00, and does not include any charges for the portion of losses covered by the United States government under the Act.

Prepared: 01/23/2026

YEAR 0 BUDGET SUMMARY													
	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Total revenue	$60,336	$19,826	$17,826	$17,826	$17,951	$17,951	$27,451	$23,022	$23,022	$23,522	$33,022	$33,816	
Total expenditures	$44,731	$6,731	$8,731	$8,231	$6,531	$6,431	$8,031	$7,031	$7,031	$7,031	$56,873	$59,373	
Net operating income	$15,605	$13,095	$9,095	$9,595	$11,420	$11,520	$19,420	$15,991	$15,991	$16,491	-$23,851	-$25,557	

YEAR 0 REVENUE													
BEGINNING CASH BALANCE	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Cash on hand	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	Board President will be supplying funding to offset expenses incurred each month that cannot be funded through fundraising and grants. We will maintain a balance of $5000 to cover other miscellanious expenses.
FEDERAL	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
CSP Grant	$55,336	$14,826	$12,826	$12,826	$12,951	$12,951	$22,451	$18,022	$18,022	$18,522	$28,022	$28,816	Empowerment Academy has applied for the CSP grant, and anticipates applying for more state, federal, and private grants throughout the calendar year.
Other federal													
OTHER (GRANTS, LOANS, ETC.)	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Loan	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	We do not anticipate securing a loan for Y0 operations. However, Empowerment Academy, leaves this option open to be utilized.
Insert revenue source													
Insert revenue source													
Insert revenue source													
Insert revenue source													
TOTAL REVENUE	$60,336	$19,826	$17,826	$17,826	$17,951	$17,951	$27,451	$23,022	$23,022	$23,522	$33,022	$33,816	

YEAR 0 EXPENDITURES													
ADMINISTRATIVE STAFF SALARIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9	MONTH10	MONTH 11	MONTH 12	NOTES AND ASSUMPTIONS
Executive Management CEO	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	For year 0, until other sources of funding are secured, CEO will be deferring their salary.
CFO/Director of Finance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	For year 0, until other sources of funding are secured, CFO will be deferring their salary.
School Leadership (Chief of School)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	For year 0, until other sources of funding are secured, Chief of Schools will be deferring their salary.
School Director	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,250	$3,250	This position will not be onboarded full time until May of 2027.
Deans, Directors, and Coordinators	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,175	$5,175	This position will not be onboarded full time until May of 2027.
HR Specialist	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,750	$3,750	This position will not be onboarded full time until May of 2027.

Administrative Staff/Chief of Staff	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	This position will not be onboarded full time until July of 2027, which falls under the Y1 calendar year.
Grant Writer/Compliance Offier	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,750	$3,750	This position will not be onboarded full time until May of 2027.
INSTRUCTIONAL STAFF SALARIES	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Teachers - Regular	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$9,166	$9,166	These positions will not be onboarded full time until May of 2027.
Teachers - SPED/EL	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$4,584	$4,584	This position will not be onboarded full time until May of 2027.
Teaching Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	These positions will not be onboarded full time until July of 2027, which falls under the Y1 calendar.
School Counselor/Registrar/Attendance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,750	$3,750	This position will not be onboarded full time until May of 2027.
Substitute Teachers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	This is not a staffed position within the organization, and will be handled by central office staff.
Librarian	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	This is not a staffed position within the organization.
Other Instructional Staff	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	There are no other instructional staff.
Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
NON-INSTRUCTIONAL STAFF SALARIES	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Administrative Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,917	$2,917	This position will not be onboarded full time until May of 2027.
Custodian	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	This position will not be onboarded full time until July of 2027, which falls under the Y1 calendar year.
Security	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,000	$2,000	This position will not be onboarded full time until May of 2027.
Cafeteria Worker PT	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	This position will not be onboarded full time until July of 2027, which falls under the Y1 calendar year.
TOTAL SALARIES	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$38,342	$38,342	
BENEFITS	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Social Security	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Employer Medicare	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
State Unemployment	$392	$392	$392	$392	$392	$392	$392	$392	$392	$392	$392	$392	
Worker's Compensation Insurance	$685	$685	$685	$685	$685	$685	$685	$685	$685	$685	$685	$685	
Health/Medical Insurance	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	$408	
Dental Insurance	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	
Vision Insurance	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	$60	
Life Insurance	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	
Pensions/Retirement	$176	$176	$176	$176	$176	$176	$176	$176	$176	$176	$176	$176	
Other													
TOTAL BENEFITS	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	$1,781	
CONTRACTED SERVICES	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Accounting/audit	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Completed internally. Will reevaluate during Y1.
Payroll service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Completed internally. Will reevaluate during Y1.
School lunch/food service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Completed internally. Will reevaluate during Y1.
Special education services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Completed internally. Will reevaluate during Y1.
Student support services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Completed internally. Will reevaluate during Y1.

Insert custom contracted service													
Insert custom contracted service													
Insert custom contracted service													
TOTAL CONTRACTED SERVICES	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
SCHOOL OPERATIONS	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Board expenses	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Board will not be expensed any funds during Y0.
Curriculum	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Curriculum will be developed internally.
Field Trips	$1,000	$1,000	$0	$0	$0	$0	$0	$0	$0	$0	$1,000	$1,000	While not fully operational, Empowerment Academy will run summer enrinchment programs during the 2026 and 2027 summer. We have budgeted the estimated field trips into this budget.
Building and Maintenance	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Maintance will be handled by our site.
Professional Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Professional services, such as legal services, will be limited and handled internally. We have set aside $5k for services that cannot be handled internally.
Third Party Services	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	
Supplies and Materials	$8,500	$2,000	$3,000	$3,000	$500	$500	$1,000	$500	$500	$500	$500	$500	
Staff Development	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$2,000	$2,000	
Staff Travel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Student Recruitment / Marketing	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	
Student Testing and Assessment	$500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$500	
Supplies and Other Materials	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	This section we are utilizing for expenses we have not anticipated in line 78.
Technology	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	
Telephone	$0	$0	$0	$0	$300	$300	$300	$300	$300	$300	$300	$300	
Chromebooks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	We will be applying for grants to fund our technology expenses in order to build a computer lab. However, until funding is secured there is no plan to build a computer lab during year 0.
Printing and Publication	$0	$0	$0	$0	$500	$400	$1,000	$500	$500	$500	$1,000	$1,000	
Insert custom operations expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
TOTAL SCHOOL OPERATIONS	$16,950	$4,950	$4,950	$4,950	$3,250	$3,150	$4,250	$3,250	$3,250	$3,250	$6,750	$7,250	
FACILITY OPERATIONS & MAINTENANCE	**MONTH 1**	**MONTH 2**	**MONTH 3**	**MONTH 4**	**MONTH 5**	**MONTH 6**	**MONTH 7**	**MONTH 8**	**MONTH 9**	**MONTH10**	**MONTH 11**	**MONTH 12**	**NOTES AND ASSUMPTIONS**
Equipment	$0	$0	$2,000	$1,500	$1,500	$1,500	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	
Facilities cost (rent/debt, interest payments, etc.)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	We are collaborating with the facilities, and they consider this a donation for use for the academy.
Furniture	$23,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$10,000	
Insurance	$3,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$3,000	$0	Per the Broker we utilize, we only need D&O insurance until our staff begins working in Month 11, and then the insurance would be updated.
Repairs and Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Our sites will be providing for maintance of the facilities.
Security Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$5,000	$0	We will be installing security cameras, however we will be utilizing security guards which have been budgeted above.
Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	Our sites will be providing for utility expenses.
Insert custom facilities expense													

School Site	Year 1 Enrollment	Per Pupil Funding	Base Revenue (Year 1)
Memphis-Shelby	150	$9,705	$1,455,750
Davidson (Metro Nashville)	50	$15,864	$793,200
Hamilton County	50	$12,477	$623,850

Share % (Enrollment)	Central Cost Allocation	Site Staffing Cost	Operational Expenses
60%	$303,000	$592,120	$132,443
20%	$101,000	$356,320	$88,643
20%	$101,000	$405,600	$65,910

Total Expenses (Yr1)	Net (Yr1)
$1,027,563	$428,187
$545,963	$247,237
$572,510	$51,340

Central Staff Role	Avg Salary
CEO	$100,000
CFO	$100,000
Chief of School	$85,000
Director of Family & Community Engagement	$65,000
Director/Coordinator of Curriculum	$65,000
HR Specialist	$45,000
Grant Writer/Compliance Officer	$45,000

School Site	Year	Enrollment	Per Pupil	Revenue
Memphis-Shelby	1	150	9705	$1,455,750
Davidson (Metro Nashville)	1	50	15864	$793,200
Hamilton County	1	50	12477	$623,850
Memphis-Shelby	2	150	9996.15	$1,499,423
Davidson (Metro Nashville)	2	50	16339.92	$816,996
Hamilton County	2	50	12851.31	$642,566
Memphis-Shelby	3	150	10296.0345	$1,544,405
Davidson (Metro Nashville)	3	50	16830.1176	$841,506
Hamilton County	3	50	13236.8493	$661,842
Memphis-Shelby	4	150	10604.91554	$1,590,737
Davidson (Metro Nashville)	4	50	17335.02113	$866,751
Hamilton County	4	50	13633.95478	$681,698
Memphis-Shelby	5	150	10923.063	$1,638,459
Davidson (Metro Nashville)	5	50	17855.07176	$892,754
Hamilton County	5	50	14042.97342	$702,149

Central Alloc	Site Staffing	Ops	Total Exp	Net
$303,000	$592,120	$132,443	$1,027,563	$428,187
$101,000	$356,320	$88,643	$545,963	$247,237
$101,000	$405,600	$65,910	$572,510	$51,340
$312,090	$609,884	$136,416	$1,058,390	$441,033
$105,000	$367,010	$91,302	$563,312	$253,684
$105,000	$417,768	$67,887	$590,655	$51,911
$321,452	$628,180	$140,509	$1,090,141	$454,264
$108,000	$378,020	$94,041	$580,061	$261,445
$108,000	$430,302	$69,924	$608,226	$53,616
$331,096	$647,026	$144,724	$1,122,846	$467,891
$111,000	$389,360	$96,863	$597,223	$289,528
$111,000	$443,210	$72,022	$626,232	$55,466
$341,029	$666,436	$149,066	$1,156,531	$481,728
$114,000	$401,041	$99,768	$614,809	$277,945
$114,000	$456,506	$74,182	$644,688	$57,461

ATTACHMENT 11: NETWORK ORGANIZATIONAL CHART

Board of Directors

↓

Chief Executive Officer

↓ ↓

Chief Financial Officer | **Head of Schools/Superintendent**

↓ ↓

HR & Compliance

→Finance & Accounting
→Grant Management
→Transportation Oversight
→Food Service Oversight
→ Facilities Coordination

Chattanooga Campus

→School Director
→Children & Families Director
→Instructional Staff

Nashville Campus

→School Director
→Children & Families Director
→Instructional Staff

Memphis Campus

→School Director
→Children & Families Director
→Instructional Staff

Governing Board Responsibilities

The Board of Directors provides governance oversight for academic performance, financial stewardship, legal compliance, strategic planning, organizational accountability, and long-term sustainability across all Empowerment Academy campuses. The Board is responsible for approving budgets, monitoring organizational health metrics, reviewing academic outcomes, ensuring fiscal accountability, and evaluating executive leadership performance. The Board does not manage daily school operations.

Chief Executive Officer (CEO)

The CEO serves as the primary executive leader of the network and reports directly to the Board of Directors. In alignment with the startup budget and intentionally lean operational structure, the CEO oversees network-wide operations, strategic implementation, external partnerships, fundraising coordination, facilities oversight, and organizational development across all three campuses. During startup years, executive compensation has been intentionally reduced to prioritize direct instructional staffing and student support.

Chief Financial Officer (CFO)

The CFO oversees financial management, accounting systems, budget monitoring, procurement controls, payroll coordination, compliance reporting, audit readiness, cash-flow management, and long-term financial planning across the network. The CFO works closely with the Board Finance Committee to monitor financial sustainability and ensure alignment between operational expenditures and enrollment-driven revenue. As part of the organization's startup sustainability strategy, the CFO role is structured to support centralized financial oversight across all campuses while utilizing contracted accounting and audit support services as needed.

Head of Schools / Superintendent

The Head of Schools oversees instructional systems, curriculum implementation, MTSS/RTI^2 structures, assessment cycles, professional development, school leader coaching, special populations compliance, and academic accountability across all campuses. The Head of Schools routinely travels between Chattanooga, Nashville, and Memphis to conduct instructional walkthroughs, compliance reviews, leadership coaching, operational monitoring, and school support visits to ensure consistency across campuses while maintaining responsiveness to local student and family needs.

School Directors

Each campus is led by a School Director responsible for daily school operations, instructional implementation, staff supervision, student culture, attendance systems, family communication, safety procedures, and site-level compliance. Due to the school's intentionally small-campus startup model,

School Directors also provide direct operational coordination and instructional support alongside classroom staff and instructional teaching assistants.

Children & Families Directors

Each campus includes a Children & Families Director responsible for attendance intervention, family engagement, mentorship coordination, student support systems, community partnerships, enrollment support, and wraparound service coordination. This role strengthens the school's relationship-centered model and supports proactive intervention around chronic absenteeism, student wellness, and family communication.

Reporting Relationships

- The CEO reports directly to the Board of Directors.
- The CFO and Head of Schools report to the CEO.
- School Directors report to the Head of Schools.
- Children & Families Directors and instructional staff report to the School Director.
- Centralized operational vendors and contracted service providers are overseen through network leadership and school-level coordination.

Multi-Campus Oversight and Shared Services Structure

Empowerment Academy will simultaneously operate campuses in Chattanooga, Memphis, and Nashville, the network utilizes a centralized shared-services model designed to maximize operational efficiency while maintaining strong site-based leadership. Executive leadership will routinely travel between campuses to conduct instructional walkthroughs, operational reviews, compliance monitoring, leadership coaching, stakeholder meetings, and family engagement activities. In addition two central staff members will be based on each campus. Shared operational systems—including finance, compliance, HR coordination, curriculum oversight, professional development planning, transportation coordination, and vendor management—reduce duplication of costs while ensuring consistency and sustainability across all campuses.

ATTACHMENT 12: PARENT LETTERS

Dear Empowerment Academy Team,

I wanted to take a moment to express my deepest gratitude to all of you for the incredible experience you provided during the Empowerment Academy summer program.

From the very beginning, it was clear how much care, intention, and passion went into creating a space where children could grow, learn, and feel truly empowered. Your dedication, patience, and enthusiasm made a lasting impact—not just on the kids, but on us as parents as well. Every activity, lesson, and moment of encouragement helped build confidence and joy. It was so inspiring to see how much the children thrived in your care. You created an environment that was not only educational but also warm, welcoming, and filled with positivity.

Thank you for the time, energy, and heart you put into this program. It means more than words can say. We're truly grateful for the difference you've made.

Good-morning!

My name is Kianna Cal and my 4 year old Amari Bonner went to the summer charter school this summer. He loved coming to school every day and when he missed a day he'll be so sad. They had him doing first grade work, which is great! Mari only going to kindergarten so when he does goes to school this year he is going to be extra ready 🤩 We loved this school I wish it didn't have to end.

To Whom It May Concern,

I am writing to share the profound impact that Empowerment Academy, located in Chattanooga, Tennessee, has had on the educational journey and personal growth of two young scholars—Ahmad Mallory, a rising Pre-K student, and Ashton Robinson, a rising 1st grader.

Empowerment Academy provided a nurturing and dynamic environment where both Ahmad and Ashton thrived academically, socially, and spiritually. Through a thoughtful and engaging curriculum, Ahmad began developing foundational skills in reading and mathematics, while Ashton strengthened his early literacy and numeracy through hands-on learning experiences. The focus on science themes such as the plant cycle and animal life cycle sparked genuine curiosity and encouraged inquiry-based thinking in both scholars.

The Academy's emphasis on character, community, and the love for God was interwoven throughout the learning experience. This spiritual grounding, combined with daily encouragement and positive reinforcement from passionate educators, helped cultivate a deep sense of confidence and respect within both children.

Enriching field experiences to places like the Chattanooga Zoo, Tennessee Aquarium, Warner Park Splash Pad, and The Lost Sea provided meaningful extensions to classroom

learning. These adventures not only reinforced academic content but also helped the scholars connect learning to the real world in exciting and memorable ways.

The classroom culture built by the dedicated teachers was both safe and stimulating—marked by respect, engagement, and encouragement. It was clear that every child was seen, heard, and valued. This environment empowered Ahmad and Ashton to express themselves, explore new ideas, and take risks in their learning.

We are truly grateful for the way Empowerment Academy has poured into the lives of our children. The impact made during this time has laid a strong foundation for their continued success, both in school and in life.

With sincere appreciation,

Lewis & Tira Mallory

(Parent/Guardian of Ahmad Mallory and Ashton Robinson)

Letters from Parents

of

Empowerment Academy of Chattanooga

Dear Empowerment Academy Team,

Hi! My name is Sheikh Faye III and I just wanted to say thank you for the best summer ever! Being a part of the Empowerment Academy was amazing, especially getting to be a storyteller.

At first, I was a little nervous, but you all helped me feel confident and excited. I loved learning how to tell stories in fun ways and how to use my voice and imagination. It made me feel proud to stand up and share my ideas. I even surprised myself with how brave I felt!

The games, the new friends I made, and all the fun activities helped me become a better speaker. I never thought I'd enjoy storytelling this much, but now it's one of my favorite things to do!

Thank you for believing in me, for cheering me on, and for teaching me so much. I'll never forget this summer, and I can't wait to come back!

Sincerely,

Sheikh Faye III

Age 10

Good evening,

My name is Citarrian "BJ" Kirksey. I am Yahri Gearing's mom. I thought I would take time out to share the wonderful experience my 5-year-old son had during his time in the Summer Empowerment Academy. This program has been nothing short of a blessing for him and for our family.

Over the course of the summer, he was not only engaged in fun and creative activities, but he also gained valuable skills that have truly prepared him for kindergarten. From early reading and math foundations to learning how to follow routines and work in groups, he has grown so much academically, socially, and emotionally. Each day, Yahri came home excited to tell us what he learned and eager to return the next day.

Mrs. Natalie, along with the rest of the supportive staff, engaging lessons, and positive environment helped him build confidence and independence. He made new friends, learned how to express himself, and discovered the joy of learning—all in a safe and encouraging space.

I'm so grateful for the time, care, and dedication that went into making this academy such a success. It has laid a strong foundation for his school journey, and I truly believe he will be

Dear Empowerment Academy Staff and Administration,

I hope this letter finds you well.

I am writing to express my heartfelt gratitude and share my son's wonderful experience during his time at Empowerment Academy Charter School. From the moment he enrolled, we were met with warmth, structure, and a deep commitment to academic excellence. The staff made every effort to ensure he felt welcomed, supported, and challenged in the best way possible. It was clear from the beginning that the school's mission of empowering students to become confident, capable, and compassionate individuals was not just a slogan—it was a standard lived out every day.

[redacted] has grown tremendously—academically, socially, and emotionally. His teachers consistently went above and beyond to provide encouragement and guidance, and they maintained open communication with us as parents, which helped us stay involved in his progress and overall development.

One of the highlights of his time at Empowerment Academy was the engaging hands-on learning experiences, especially the field trips that beautifully aligned with the curriculum. These trips—including visits to the zoo, Tennessee Aquarium, The Lost Sea, and the water park—were not only exciting but educational. Each destination brought classroom lessons to life in a way that deepened his understanding and sparked curiosity.

Whether learning about animal habitats, marine life, geology, or the science of water, these experiences reinforced the material taught in class and made learning fun and memorable. We are especially grateful for how these activities were tied into the curriculum in a meaningful way, helping students make real-world connections while building friendships and creating memories.

Thank you for going above and beyond to provide such a rich and rewarding learning environment. Empowerment Academy has played a significant role in shaping my son into a confident, respectful, and enthusiastic learner. I truly appreciate the support, guidance, and care extended to our family.

With sincere appreciation,

[redacted]

walking into kindergarten ready to thrive. I really hope the academy is carried out for many years to come.

With much gratitude,

Citarrian

Dear Empowerment Academy Team,

My name is Jacquelyn Umutis, and my son, James Cameron IV, attended your Charter School program. I wanted to take a moment to share our experience and express my sincere gratitude.

When James first started at the school, he had difficulty following simple instructions, expressing himself clearly, and managing his emotions. While he still has some challenges, the growth he's shown since joining your program has been truly amazing. He enjoys the routine, loves his teachers, and has made great progress in his speech. He's now speaking more clearly, listening better, and has learned colors and general knowledge appropriate for his age.

Before this, James had only attended one daycare, so Charter School was just his second experience in a structured program. From the very beginning, he woke up every day excited to go to school and came home happy, eager to tell me about his day and the people who taught and cared for him.

By the end of the program, he could proudly tell me his teachers' names. And when I asked if he liked school, he gave me a big "yes." That one word meant the world to me.

I also want to thank the entire staff for their patience, compassion, and dedication. Each day, I felt confident that James was in a safe and supportive environment. As a parent, that kind of peace of mind is invaluable. Empowerment Academy is clearly more than just a school—it's a place where children are truly nurtured and encouraged to grow.

Thank you again for all the love, guidance, and support you have given my son.

Parents Appreciation Letters

Date: June 18, 2025

To All concerned and Partner of Mt Zion A.M.E. Church Camp Zion

For over 5 years our family have been struggling to find a place for our 3 special need babies that is a product of alcohol syndrome. We found out during our struggles; our city has not provided education catered to the babies need.

Oh but one day their grand mother through God's glory was given information about CAMP ZION. In one week, Jaylin was able to identify coloring skills, math, words and a host of communications that no one else could give him. Jaylin has a hearing and speech impediment that prevents him to pronounce words and understand most words.

He is eager to get up every morning at approximately 6am to attend Camp Zion, let alone his eagerness to think he will be late. We don't know about the progress of other boys, but to us it has been a God sent.

Hope this letter will inspire those in our situation, not only needing special needs but education in general, will support a program like this to continue that has great results.

For God sake,

The Kimble, Jones & Cowan Family Thank You!!!!!

Great Aunt and Uncle

Alicia Cowan

J W Cowan

To Whom It May Concern,

My name is Tira Mallory, and I have had the distinct honor of serving as the Kindergarten and 1st Grade teacher at Empowerment Academy in Chattanooga, Tennessee this Summer. It has been both a joy and a calling to work with our young scholars.

This summer, I have witnessed firsthand the incredible growth of our students—academically, emotionally, and spiritually. Our curriculum was built around meaningful, age-appropriate experiences that focused on early literacy, foundational math concepts, and rich science explorations such as the plant and animal life cycles. We also emphasized character development, love for God, and social-emotional learning through daily routines and intentional conversations.

Enrichment activities like our visits to the Chattanooga Zoo, Tennessee Aquarium, Warner Park Splash Pad, and The Lost Sea provided valuable real-world connections that enhanced classroom instruction and brought joy to learning. These experiences not only supported academic standards but also sparked curiosity and creativity in our scholars.

As an educator, I brought a wide range of instructional tools to the program—from differentiated small group instruction to data-driven assessments and individualized learning strategies. I worked diligently to create a safe, nurturing classroom culture where students felt empowered, valued, and challenged. I invested personal time, resources, and expertise to ensure that each child received the best possible start in their educational journey.

Mrs. Natalie McClarty was the perfect choice for this program, her passion for education moved me to be a part of such an invested program. A jewel such as she should not be overlooked, but commended.

While I am fulfilled by the work I do, I also believe that the time, effort, and professional skill poured into building a strong foundation for our children should be reflected in fair and equitable compensation.

Educators play a vital role in shaping future generations, and recognition of that role—both in words and in wages—is essential to sustaining the quality and integrity of programs like Empowerment Academy.

I remain committed to the mission of Empowerment Academy and to the success of every child who walks through the doors.

Thank you for your continued support of our students, our teachers, and our shared vision for educational excellence.

Rev. Dr. Terri Strong
6707 Long Rd.
Arlington, TN 38002
901-8672341
901-690-1306

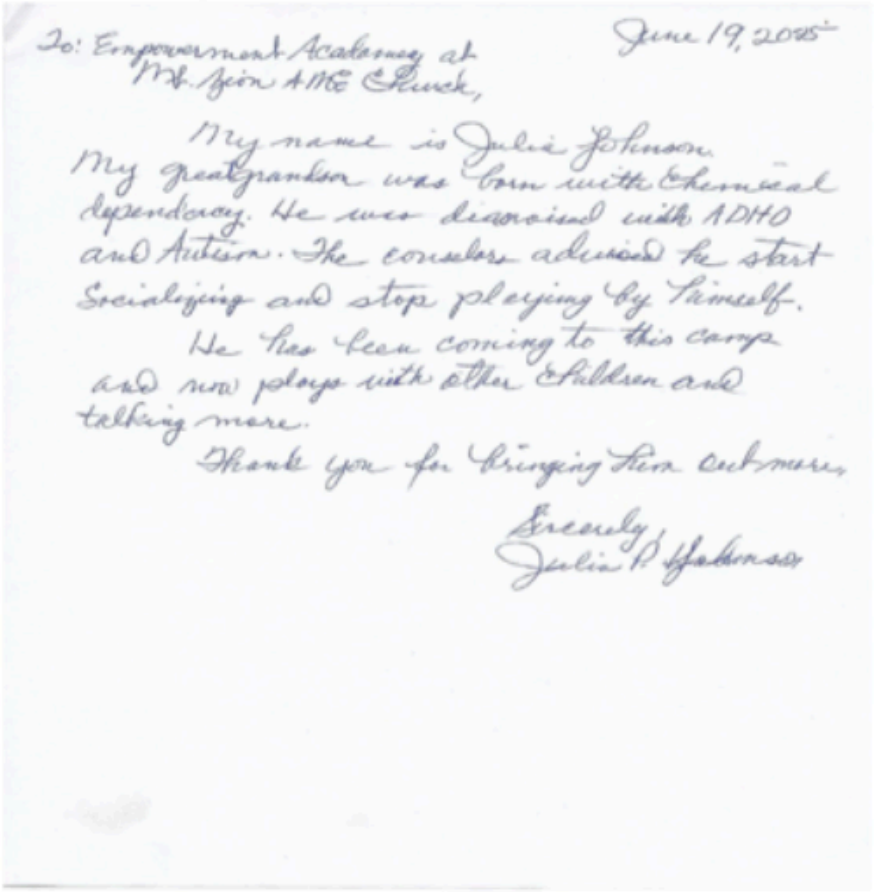
To Whom It May Concern,

This is Rev. Dr. Terri Strong, Pastor of Mt. Sinai African Methodist Episcopal Church which was one of the sites of the Empowerment Academy Summer Camp in 2025. I am writing to convey a text message from the Grandmother of one of our attendees, Kai Townsend-Parker. The message is below,

> Good morning,
>
> Today is the first day of school and Bud's actual Birthday. Dad said that he took him to class and he stayed there and just said 'Bye Dad'. Dad attributes this to his time spend with Pastor "T" [in summer camp]. Thanks Terri Lynn. [Pastor T]

I want to say that Kai made tremendous improvement in the six weeks he attended our summer camp. He learned how to better utilize the skills of taking turns in sports, being still during lesson time, practicing self-control and how to behave at nap time.

Sincerely,
Rev. Dr. Terri Strong
Rev. Dr. Terri Strong, Pastor
Mt. Sinai AME Church



To: Empowerment Academy at
Mt. Zion AME Church,

June 19, 2025

My name is Julia Johnson.
My great grandson was born with Chemical dependency. He was diagnosed with ADHD and Autism. The counselors advised he start Socializing and stop playing by himself.

He has been coming to this camp and now plays with other children and talking more.

Thank you for bringing him out more,

Sincerely
Julia P Johnson

Browse Payments See All Forms Help About Us

For your security, we recommend you close your browser when you complete your payment.

Payment Confirmation - Application for Recognition of Exemption Under Section 501(c)(3)

Before You Begin	Complete Agency Form	Enter Payment Info	Review & Submit	**Confirmation**

Need Help?

Contact: IRS Customer Service

Phone: 877-829-5500

Your payment is complete

You can find your receipt in your account payment activity. A confirmation email has been sent to karron0624@yahoo.com, brooks2jesus01@yahoo.com.

We value your feedback!

Do you have any feedback regarding your Pay.gov experience? Please share it here.

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. For information on the status of your application, visit IRS.gov and search for Where's My Application. If you submitted your application before the date indicated on that page and haven't been contacted, you can call the toll-free

ATTACHMENT 14: SCHOOL SONG

(Chorus)

Empowerment Academy, Empowerment Academy,

Empowerment Academy,

We learn and play every day.

(Verse 1)

From the time that we arrive,

We learn, grow strong, and reach our goals.

Empowerment Academy,

We're kind, we're proud, and we sing.

(Chorus)

(Verse 2)

From language arts and math,

To science and creative paths,

Empowerment Academy,

We're kind, we're proud, and we sing.

(Chorus)

ATTACHMENT 15: FACILITY USE & RENTAL AGREEMENT

FACILITY USE & RENTAL AGREEMENT

This Facility Use & Rental Agreement ("Agreement") is entered into as of [Effective Date], by and between:

LESSOR:

[Legal Name of Property Owner / Organization]

Address: [Full Address]

LESSEE:

The Empowerment Academy

Address: [Business Address]

This Agreement is intended to meet the requirements of Tennessee Code Annotated §49-13 and the Tennessee Public Charter School Application Rubric.

1. PURPOSE OF AGREEMENT

The Lessor agrees to rent and the Lessee agrees to lease designated space located at [Facility Address] ("Premises") for the purpose of operating a public charter school serving grades K–5 with an anticipated enrollment of 50–150 students.

2. DESCRIPTION OF PREMISES

The Premises include approximately [TOTAL SQUARE FOOTAGE] square feet and consist of the following:

- Instructional classrooms sufficient to meet state class-size and safety requirements
- Administrative offices
- Multi-purpose/common area (cafeteria and/or assembly)
- Restrooms compliant with ADA requirements
- Storage and utility areas

The Premises shall support safe, age-appropriate instruction consistent with Tennessee Department of Education facilities guidance.

• Sexual Abuse and Molestation Coverage: minimum $1,000,000

The Lessor shall be named as an additional insured where applicable. Insurers shall provide written notice to the Tennessee Department of Education of any cancellation pursuant to T.C.A. §49-13-107(b)(19).

8. COMPLIANCE WITH LAW

The Lessee shall operate the Premises in compliance with all applicable federal, state, and local laws, including fire code, health and safety regulations, ADA requirements, and charter authorization conditions.

9. TERMINATION

Either Party may terminate this Agreement with sixty (60) days written notice. Immediate termination may occur for material breach, nonpayment, or unlawful use.

10. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between the Parties and may only be amended in writing.

11. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Tennessee.

CONDITIONAL EFFECTIVENESS

This Facility Use & Rental Agreement is expressly contingent upon the approval of The Empowerment Academy's public charter school application by the authorized chartering authority in the State of Tennessee.

This Agreement shall not become effective, binding, or enforceable unless and until The Empowerment Academy receives formal written charter approval. Upon receipt of charter approval, this Agreement shall automatically become effective as of the charter approval date, unless otherwise agreed to in writing by both Parties.

In the event the charter application is denied or withdrawn, this Agreement shall be null and void with no further obligation or liability to either Party.

AMENDED TERMINATION PROVISION

FACILITY USE & RENTAL AGREEMENT

Notwithstanding any other provision of this Agreement, this Facility Use & Rental Agreement shall not be terminated by either Party during the academic school year once the school year has commenced, in order to ensure continuity of instructional programming and student services.

Immediate termination may occur only under the following circumstances:

- Material breach of this Agreement by either Party
- Nonpayment of rent by the Lessee
- Unlawful use of the Premises

In the event of immediate termination, written notice shall be provided, and termination shall be effective as permitted by law. This provision is intended to align with Tennessee public charter school operational stability expectations.

IN WITNESS WHEREOF, the Parties execute this Agreement.

LESSOR:

Signature: _____ Date: _____

LESSEE:

Signature: _____ Date: _____

ATTACHMENT 16: NETWORK SCHOOL BROCHURE

Who We Are

About Us

The Empowerment Academy was established in 2025 to provide students from pre-kindergarten through fifth grade with the opportunity to enhance their literacy skills, reading abilities, and competencies. In recent years, there has been a growing need for learning programs tailored to males. The Empowerment Academy was designed for promising young gentlemen who require specialized and challenging curricula to reach unprecedented potential.

The Empowerment Academies' experienced instructors will motivate and stimulate your young adult in a way that will give an edge academically and throughout their lives.

The Curriculum

Our goal is to strengthen academic skills through an accelerated program. Expert teachers will utilize a program for "higher-order thought" provoking questions to augment students' skills.

Each specialized curriculum will be specially designed for the student to help build self-esteem, life-long values, and social skills throughout education and extracurricular activities.

Fieldtrips play a critical role in academic success. Students participate in experiential and exploratory field trips each quarter. These in-state trips will facilitate students' understanding of history, culture, and industry.

Our Scholars at Work!

Visit us

Campuses

Nashville * Chattanooga * Memphis

Empowerment Academy
5516 Old Hickory Blvd
Ste 3-#313
Hermitage, Tennessee 37076

Call
(844) 8-EMPOWER
Email: contact@empowerment-academy.net

EA Empowerment Academy

FREE

EMPOWERMENT ACADEMY
Boldness Amplified

Boldness Amplified

INTEGRITY . COURAGEOUS . EXPLORATION

Charter School for Gentlemen

Pre-K - 5th Grades

Hours
Mon-Fri 8:00-3:00

Important: Enrollment for 2025-2026 is open. Apply now. Parent orientation, see website.

empowerment-academy.org

ENROLL NOW

"The Academy Pledge"

Wherever I may be, at home, school, community, or play, I will shed rays of loving kindness, honesty, and thoughtfulness to everyone regardless of race, religion, creed, or color. My contributions to the future are that I will help make this a better world.

Empowerment Academy Poem

written by Dr. Terri Strong

I am a leader, strong and true,
I shape my life in all I do.
I seek always to learn and grow
When others quit, I will still go.

I am empowered I choose to soar
With each passing day I grow the more.
With every step and every stride
My light will forever be amplified.

Our School Song

Lyrics by Linda McClora-Harvey
Music by Chester Allen
Revised by Director Beryl Basden

Empowerment Academy Song
(Chorus)
Empowerment Academy, Empowerment Academy,
Empowerment Academy,
We learn and play every day.
(Verse 1)
From the time that we arrive,
We learn, grow strong, and reach our goals.
Empowerment Academy,
We're kind, we're proud, and we sing.
(Chorus)
(Verse 2)
From language arts and math,
To science and creative paths,
Empowerment Academy,
We're kind, we're proud, and we sing.
(Chorus)

Activities

- STEM
- AGRICULTURE
- CULTURAL EDUCATION
- ADVANCED ACADEMICS
- SOCIAL-EMOTIONAL LEARNING
- ACADEMIC TUTORING
- AFTER-SCHOOL PROGRAM

Mind, Body & Soul

Empowerment Academy Board Members

President Natisha Brooks, CEO
Dr. Tonja Dandy, Vice-President
Sis. Meka Sylvester, Secretary
Ms. LaVeeshia Pryor, Chief Financial Officer
Ms. Beryl Basden, Director of Children and Families
Mr. Miles K. Brooks Jr. Esq., Attorney

Mission Statement

To develop the intellectual and moral aspect of each student so that they will make significant contributions to better our society.
Our goals to achieve this mission are the following:
• To foster the moral growth of students by ethical example and through the expectation of responsibility, integrity, and respect for the worth of each individual.
• To promote opportunities for each student to realize self fulfillment and to understand a valid sense of worth.

Vision Statement

The Academies cultivate the wonders of learning, independence of thought, honor in action, and joy in the community. Education is integrated; thus, it does not begin or end in the classroom. We believe that "a healthy child" can learn, and education starts in the home. Therefore, we educate the whole child, and it encompasses the mind, body, heart, and soul.

Requirements for Empowerment Academy Scholar

Agreement and forms to be Signed and/or Submitted:

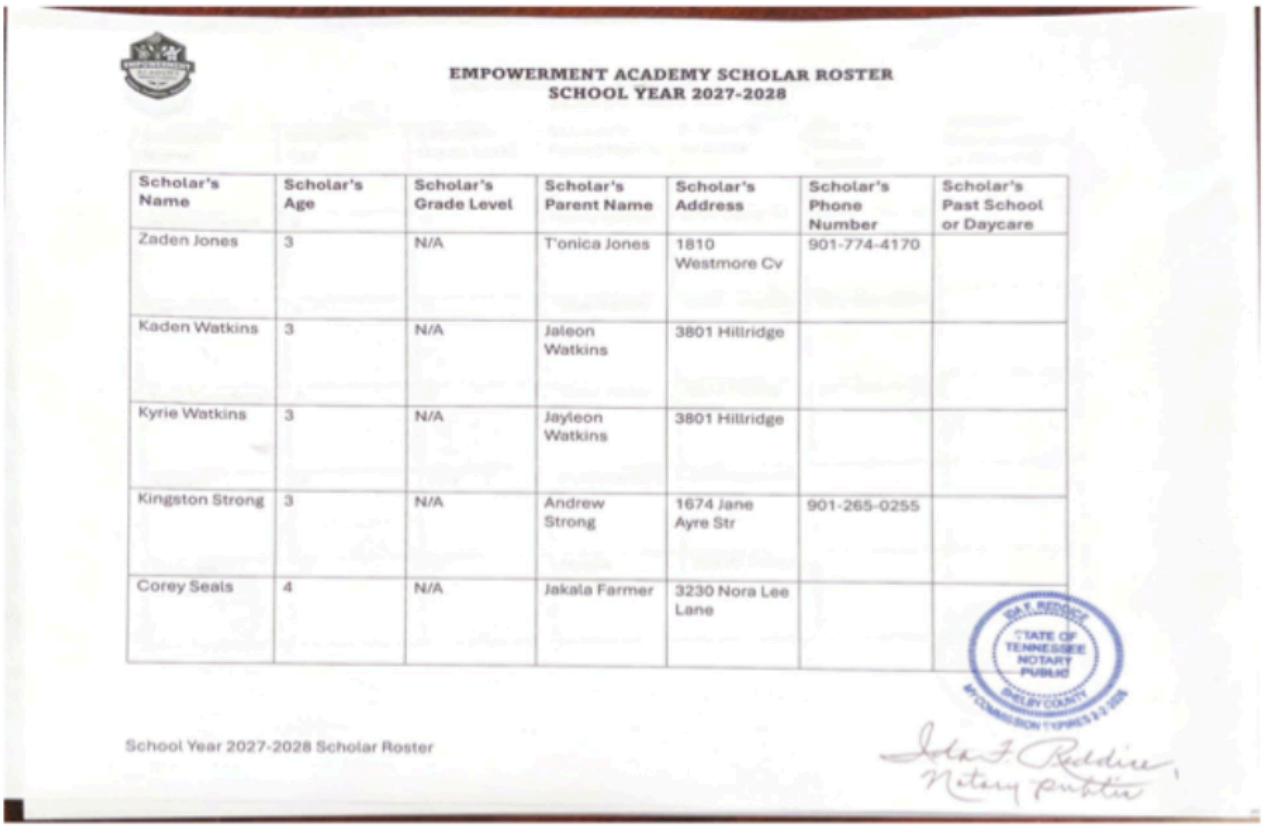
- Intent Form: Completed and Time/Date Stamped
- Immunization Forms: Verified by the Health Department or a Licensed Physician
- Academy Application: Completed and Signed by Parent
- Academy Pledge and Honor Code Pledge Statement: Signed by Parent
- Picture Release Form: Signed by the Parent
- Exploratory Field Trip Acknowledgement Form: Signed by Parent
- Academic Program Agreement

ATTACHMENT 17: EVIDENCE OF FUNDRAISING EFFORTS

THE EMPOWERMENT
Academy Luncheon
FRIDAY, NOVEMBER 7, 2025, 11AM - 1PM
Key Note Speaker
REV. SHERITA MOON SEAWRIGHT
Episcopal Supervisor - 13th Episcopal District
GENERAL SEATING $75
VIP SEATING $100
BISHOPS TABLE $250
EMPOWERMENT ACADEMY
Boldness Amplified
Integrity · Courageous · Exploration
Event Location
ST. ANDREW AME CHURCH
867 S. PARKWAY E.
MEMPHIS, TENNESSEE
SCAN TO PAY

EMPOWERMENT ACADEMY
FUNRAISING LUNCHEON
Charter School for Gentlemen
Friday, November 7, 2025
Programme
The Mistress of Ceremony, Rev. Beryl Basden
The Opening Prayer
Rev. David Yancy
The Scripture
Rev. Jannie Dandridge
The Welcome
Rev. Jermaine Wilson
The Introduction to School Song
Mr. Reginald Harvey
The Occasion
Dr. Tonja Dandy
The Ministry in Dance
The West TN Liturgical Dance Ministry
Lunch is Served
Saxophonist in Ministry
The Introduction of the Speaker
Sis. Meka Wingate
The Word
Rev. Sherita Moon Seawright
Episcopal Supervisor,
13th Episcopal District
The Video Presentation
Empowerment Academy Sites
The Summer Enrichment Reflection
Pastors, Site Directors & Parents
The Empowerment Academy 1st Scholar
Rev. Natalie McClarty
The Academy Poem
Rev. Dr. Terri Strong
The Presentation of Awards
President Natisha Brooks
The Remarks
Chancellor Bishop Harry Seawright
Presiding Prelate 13th Episcopal District
President Natisha Brooks
The Benediction
Rev. LaVeeshia Pryor
Please Visit Our Silent Auction
Integrity. Courageous. Exploration

ATTACHMENT 18: 2027-2028 STUDENT ROSTERS



EMPOWERMENT ACADEMY SCHOLAR ROSTER
SCHOOL YEAR 2027-2028

Scholar's Name	Scholar's Age	Scholar's Grade Level	Scholar's Parent Name	Scholar's Address	Scholar's Phone Number	Scholar's Past School or Daycare
Zaden Jones	3	N/A	T'onica Jones	1810 Westmore Cv	901-774-4170	
Kaden Watkins	3	N/A	Jaleon Watkins	3801 Hillridge		
Kyrie Watkins	3	N/A	Jayleon Watkins	3801 Hillridge		
Kingston Strong	3	N/A	Andrew Strong	1674 Jane Ayre Str	901-265-0255	
Corey Seals	4	N/A	Jakala Farmer	3230 Nora Lee Lane		

STATE OF TENNESSEE NOTARY PUBLIC SHELBY COUNTY

School Year 2027-2028 Scholar Roster

EMPOWERMENT ACADEMY SCHOLAR ROSTER
SCHOOL YEAR 2027-2028

Scholar's Name	Scholar's Age	Scholar's Grade Level	Scholar's Parent Name	Scholar's Address	Scholar's Phone Number	Scholar's Past School or Daycare
Jayden Parrish	5	K	Henry Booker	6707 Long Rd	901-572-5113	
Larry White	5	K	Trina Maclin	6707 Long Rd	901-406-5849	
Kale Townsend-Parker	5	K	Gavin Parker	3677 Tiffany Oaks Lane	901-268-8142	
Ahkaizi Henderson	4	N/A	Myhseta Jerry	336 Hollowell		
Tiderion Sanders	6	1	Nicole Sanders	308 W. Essex		

School Year 2027-2028 Scholar Roster

Ida F Reddick notary public

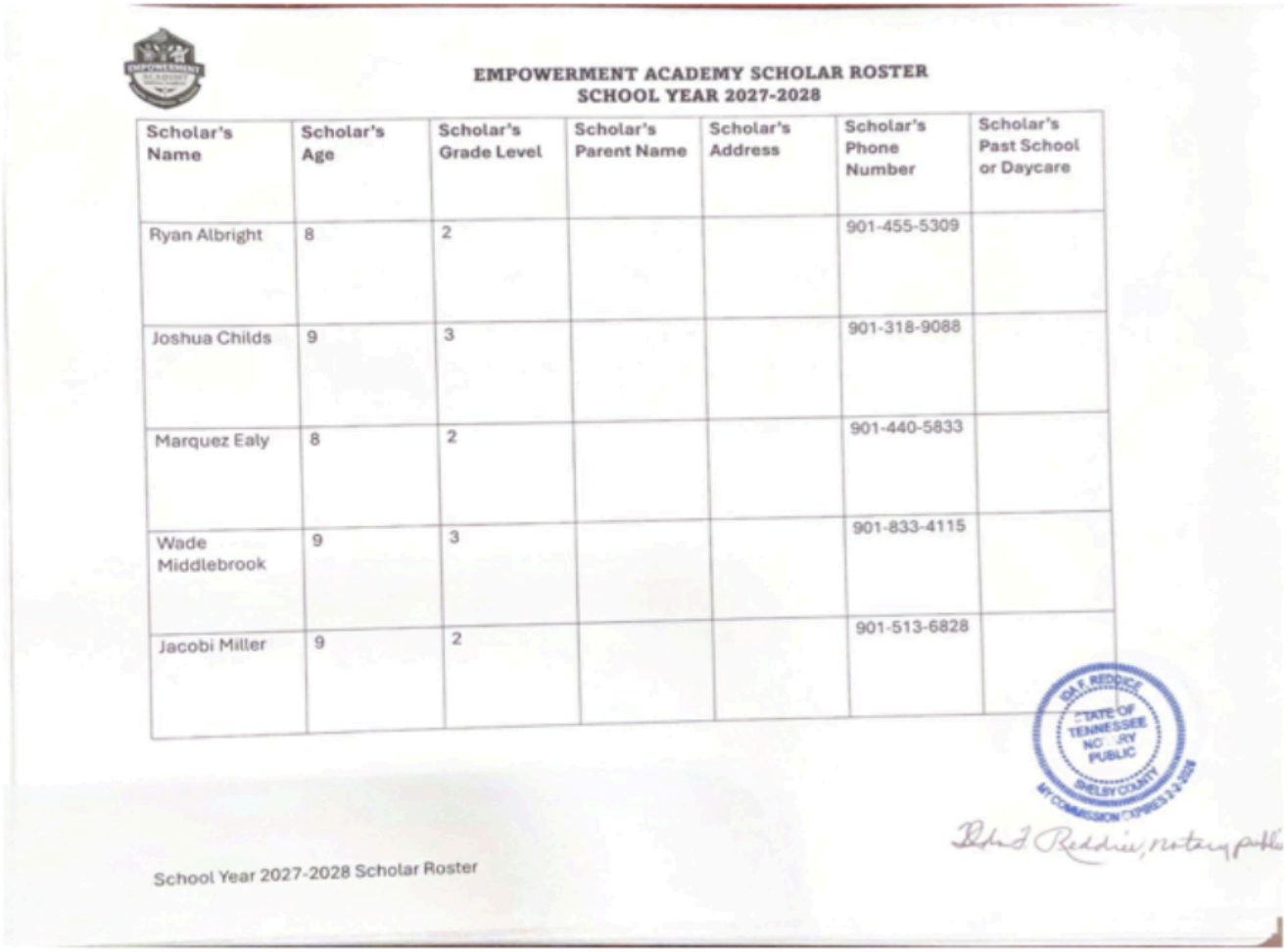
EMPOWERMENT ACADEMY SCHOLAR ROSTER
SCHOOL YEAR 2027-2028

Scholar's Name	Scholar's Age	Scholar's Grade Level	Scholar's Parent Name	Scholar's Address	Scholar's Phone Number	Scholar's Past School or Daycare
Tereta Hassell	4	N/A	Nicole Sanders	308 W. Essex		
Platinum Hill	6	1	Demure Hill	1982 Riley		
Amari Shotwell	5	K	Kimari Shotwell	148 S. Parkway W		
Demarion Jena	4	N/A	Pra Jena	336 Hollowell		
Malichi Berry	9	3			901-578-9320	

STATE OF TENNESSEE NOTARY PUBLIC SHELBY COUNTY

Notary Public, notary public

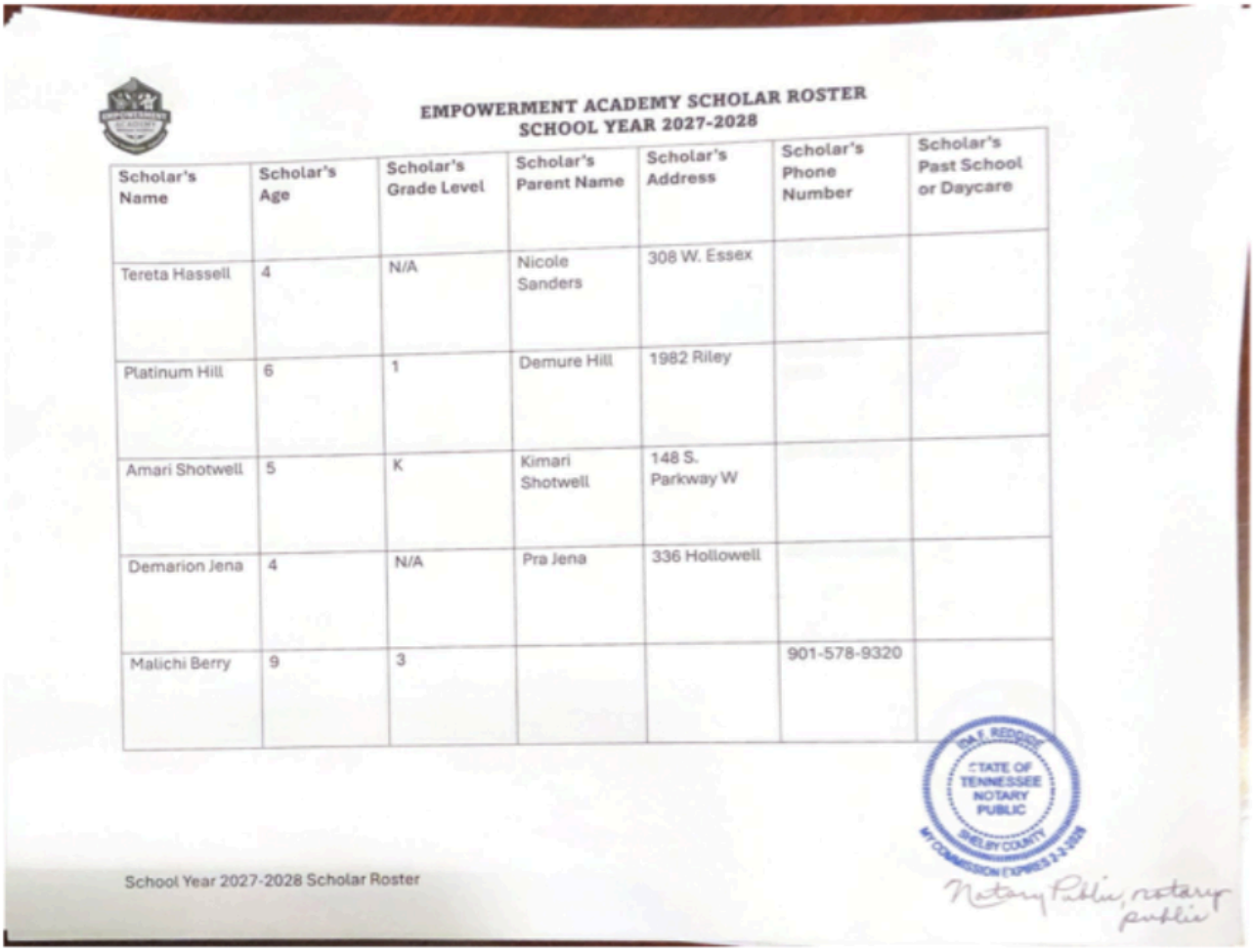
School Year 2027-2028 Scholar Roster



EMPOWERMENT ACADEMY SCHOLAR ROSTER
SCHOOL YEAR 2027-2028

Scholar's Name	Scholar's Age	Scholar's Grade Level	Scholar's Parent Name	Scholar's Address	Scholar's Phone Number	Scholar's Past School or Daycare
Ryan Albright	8	2			901-455-5309	
Joshua Childs	9	3			901-318-9088	
Marquez Ealy	8	2			901-440-5833	
Wade Middlebrook	9	3			901-833-4115	
Jacobi Miller	9	2			901-513-6828	

School Year 2027-2028 Scholar Roster



EMPOWERMENT ACADEMY SCHOLAR ROSTER
SCHOOL YEAR 2027-2028

Scholar's Name	Scholar's Age	Scholar's Grade Level	Scholar's Parent Name	Scholar's Address	Scholar's Phone Number	Scholar's Past School or Daycare
Tereta Hassell	4	N/A	Nicole Sanders	308 W. Essex		
Platinum Hill	6	1	Demure Hill	1982 Riley		
Amari Shotwell	5	K	Kimari Shotwell	148 S. Parkway W		
Demarion Jena	4	N/A	Pra Jena	336 Hollowell		
Malichi Berry	9	3			901-578-9320	

School Year 2027-2028 Scholar Roster

EMPOWERMENT ACADEMY SCHOLAR ROSTER
SCHOOL YEAR 2027-2028

Scholar's Name	Scholar's Age	Scholar's Grade Level	Scholar's Parent Name	Scholar's Address	Scholar's Phone Number	Scholar's Past School or Daycare
Terrell Williams	8	2			901-801-8830	
Paul Bell	10	4			901-437-2837	
Prince Fox	8	2			901-233-6025	
Jeremiah Houston	9	3			901-347-7267	
Jacoby Lang	9	3			901-505-3042	

IDA F. REDDICK
STATE OF TENNESSEE
NOTARY PUBLIC
SHELBY COUNTY
MY COMMISSION EXPIRES 2-3-2028

School Year 2027-2028 Scholar Roster

ATTACHMENT 17: OTHER PROFESSIONAL RESUMES

LAVEESHIA PRYOR

Richmond, KY – (859) 200-7070 – vee.pryor@outlook.com - linkedin.com/in/laveeshiapryor

Leadership Summary

Strategic and visionary leader with 15+ years of progressive leadership experience in financial management, business planning, operations management, and human resources across the public and private sectors. Proven success in managing complex, cross-functional programs, engaging diverse stakeholders, and driving transformational change with measurable outcomes. Adept at leading high-performing teams, developing and executing detailed strategic plans, and aligning programs with mission-critical organizational goals.

CORE COMPETENCIES

Financial Management & Budget Oversight	*Cross-Functional Program Leadership*	*Business Operations Optimization*
Strategic Planning & Execution	*Human Resources & Talent Development*	*Detail-Oriented Project Planning*
Communication & Engagement		*Risk Mitigation & Regulatory Compliance*

PROFESSIONAL EXPERIENCE

FAYETTE COUNTY PUBLIC SCHOOLS

Program Manager **2015 – Present**

I lead strategic programs that serve over 40,000 students and thousands of employees, overseeing District-Wide planning and execution in alignment with local, state, and federal mandates.

- **Demonstrate exceptional internal and external communication** skills by regularly engaging with executive leadership, school principals, and district stakeholders to ensure alignment on program goals, initiatives, and outcomes.
- Serve as the official spokeswoman for Fayette County Public Schools' 30+ choice and magnet programs; represent the district in local media outlets to promote events, **enhance public awareness, and drive community engagement across Fayette County.**
- Lead cross-departmental programs spanning HR, finance, academic operations, and compliance—demonstrating mastery in **business operations and multi-stakeholder project management**.
- Manage diverse teams and department heads, directly supporting leadership through performance coaching and strategic alignment efforts.
- Build and implement the district's Rhythm of Business (ROB), aligning financial planning, policy execution, and operational reporting—**demonstrating expertise in strategic planning and detail-oriented project design.**
- Partner with vendors and government agencies to drive program outcomes while **managing complex risk, regulatory, and data security concerns.**
- **Develop internal communications strategies** for executives and the board, ensuring clear organizational direction and effective cross-level collaboration.

FIFTH THIRD BANK

Mortgage Specialist **2012 – 2015**

Strengthened customer relationships and optimized lending performance through disciplined operations and strategic communication.

- Maintained a **95% accuracy rate in mortgage file submission**, demonstrating superior attention to detail and risk control.
- Partnered with underwriters, processors, and real estate agents to **manage multi-stakeholder workflows** and deliver customer-centered outcomes.

- Introduced efficiency measures that improved file handling and compliance—supporting **operational and strategic execution** within the banking sector.

CHASE BANK
Branch Manager **2009 – 2012**

Led full branch operations, training, performance management, and business development strategies.

- Directed day-to-day activities of a retail banking location, with full accountability for **budget, team performance, HR processes, and customer satisfaction**.
- Increased annual lending by 13% and achieved top 10% customer service scores—evidence of **strong financial and strategic leadership**.
- Served on the Diversity Council and led new banker onboarding—demonstrating **effective team management and leadership development**.
- Prepared for and passed internal/external audits with zero findings, showcasing **exceptional attention to compliance and risk**.

PROFESSIONAL EXPERIENCE *(Cont.)*

AFFILIATED COMPUTER SERVICES
Operations Manager **2007 – 2009**
Oversaw pharmaceutical operations and client fulfillment services, managing performance analytics and training initiatives.

- Developed and led **performance reporting and process enhancements**, aligning operations with client goals—exemplifying **project planning and execution**.
- **Managed a cross-functional staff**, introducing new workflows that improved delivery time, compliance, and client satisfaction.
- Communicated quality outcomes with senior leadership and clients, ensuring **multi-level influence and strategic alignment**.

EASTERN FINANCIAL FLORIDA CREDIT UNION
Branch Manager **1993 – 2007**

Led the turnaround of an underperforming branch through strategic operations, culture-building, and external engagement.

- **Managed staff hiring, coaching, and performance reviews**, delivering the top-rated customer service branch in the district.
- Developed fraud prevention workflows and customer service upgrades, aligning branch operations with institutional goals—showcasing **financial oversight, policy design, and team leadership**.
- Successfully launched a new retail location, leading cross-functional collaboration with construction, IT, compliance, and marketing—highlighting **complex project management skills**.

EDUCATION

Master of Business Administration (MBA)
Northern Kentucky University – Highland Heights, KY

Master of Divinity (MDIV)
Lexington Theological Seminary – Lexington, KY

Bachelor of Science (BS) in Professional Administration
Barry University – Miami, FL

University of the Cumberlands – Williamsburg, KY
Ph.D. in Leadership (In Progress)

AFFILIATIONS

Project Management Institute (PMI), Member (2018 – 2023)

Court Appointed Special Advocates (CASA) (2009 – 2011)

CERTIFICATIONS/AWARDS

Completed School Finance Certification Training (University of Kentucky)

Completed Project Management Professional (PMP) Training

Branch Manager of the Year Award for Operational Excellence Award

Customer Service Excellence Award

ADDITIONAL QUALIFICATIONS

Skilled in executive alignment, stakeholder coordination, and operations transformation

Deep experience in multi-industry, compliance-heavy environments with a track record of strategic execution

Angellette Devine Warfield

Clarksville, TN 37040

Cell: 931-266-3349 | Alternate: 931-647-0568

Email: devineintentions1971@gmail.com

Professional Summary

Dedicated and results-driven public service professional with 20+ years of experience in **investigations, workforce development, counseling, public relations, and community engagement**. Proven ability to assess client needs, deliver career guidance, conduct sensitive investigations, manage high-volume caseloads, and collaborate with government agencies, employers, and community partners. Strong communicator with a background in English/Communications and certified as a **Global Career Development Facilitator (GCDF)**. Recognized for professionalism, accuracy, and commitment to serving diverse populations.

Core Competencies

- **Investigations**
- **Case Management**
- **Career Counseling & Workforce Development**
- **Public Relations & Communications**
- Client Assessment & Eligibility Determination
- Program Coordination & Community Outreach
- Crisis Intervention & Conflict Resolution
- Records Management & Compliance
- Testing, Scoring & Applicant Evaluation
- Government Regulations & Policy Interpretation

Professional Experience
State of Tennessee

Investigator | Employment & Training Coordinator | Interviewer II | Probation & Parole Officer II

2005 – Present

- Conduct investigations for the Department of Children's Services and Department of Labor,

gathering sensitive information, interviewing clients, and ensuring compliance with state laws and regulations.

- Assess job applicants' skills, work history, and eligibility for employment programs, unemployment benefits, and federal food assistance.
- Provide career counseling, testing, and program placement for diverse populations including teens, adults, ex-offenders, and welfare-to-work participants.
- Collaborate with Adult Literacy, Department of Education, Workforce Essentials, mental health providers, and medical facilities to coordinate client services.
- Maintain detailed, confidential records including applications, claims, case notes, and testing documentation using systems such as Excel, Windows XP Professional, Corel, Quark, Tennessee ECMATS, and related platforms.
- Communicate program guidelines to applicants, employers, and government officials; resolve complaints using strong customer service and conflict-resolution skills.
- Promote employment services to employers and community groups; verify employment status for food stamp and unemployment claimants.
- Train and mentor new employees in interviewing, documentation, and program procedures.

Clarksville-Montgomery County School System

School Bus Driver

1996 – 2018

- Safely transported students on scheduled routes and field trips while enforcing all safety and behavioral standards.
- Conducted daily pre- and post-trip inspections, ensuring compliance with Department of Transportation and school system regulations.
- Maintained order, monitored student behavior, and ensured safe loading/unloading procedures.
- Demonstrated strong situational awareness, communication, and emergency-response readiness.

City of Clarksville – Department of Parks & Recreation

Publicity Coordinator / Public Relations

2000 – 2002

- Managed public affairs and marketing for youth programs serving a city of 130,000 residents.
- Developed and executed publicity strategies, wrote articles, and coordinated media communications with local newspapers, radio, and community organizations.

- Conducted public speaking engagements, coordinated interviews, and maintained relationships with government officials, medical personnel, and community groups.
- Oversaw program documentation, payroll support, and administrative communications.
- Photographed events and participants for publication; monitored public feedback and adjusted outreach strategies accordingly.
- Ensured program content met educational standards and supported positive community engagement.

Education

Master of Science

Purdue University – Chicago, IL

2010 – 2014

Bachelor of Science, English/Communications

Austin Peay State University – Clarksville, TN

1999 – 2004

Certifications

Global Career Development Facilitator (GCDF)

Certification No. GCDF080387

State of Tennessee – Center for Credentialing & Education

Certified since 2007

Technical Skills

- Microsoft Office Suite (Excel, Word, PowerPoint)
- Windows XP Professional
- Corel, Quark
- Tennessee ECMATS Terminal
- Testing & Assessment Software
- Data Entry & Case Management Systems

Professional Strengths

- Exceptional written and verbal communication
- Strong analytical and interviewing skills
- Ability to manage confidential and sensitive information
- Skilled in multi-agency collaboration
- High accuracy in documentation and reporting

BERYL BASDEN

Antioch, TN 37013 | (502) 296-9494 | quinnses@yahoo.com

PROFESSIONAL SUMMARY

Dedicated educator with 15+ years of experience supporting diverse learners across elementary, middle, and high school levels. Skilled at building trusting relationships with students, parents, and colleagues. Strong background in literacy, curriculum development, and individualized instruction. Experienced in social work, public speaking, and program coordination. Recognized for innovation, compassion, and leadership in education.

PROFESSIONAL EXPERIENCE

Exceptional Education Teacher & English II Co-Teacher
Antioch High School – Antioch, TN | 2024–Present

- Provide individualized instruction and co-teach English II, ensuring alignment with IEP goals.
- Collaborate with general education teachers to modify curriculum and support diverse learners.

Exceptional Education Teacher, ELA & Math Co-Teacher
Oliver Middle School – Nashville, TN | 2021–2024

- Co-taught English and Math classes, developing differentiated strategies to improve student performance.
- Monitored academic progress and implemented targeted interventions.

Special Education Teacher
Clifton Hills Elementary School – Chattanooga, TN | 2014–2020

- Designed individualized learning plans and classroom accommodations for students with disabilities.
- Partnered with families and staff to create inclusive learning environments.

Comprehensive Teacher-
Pioneer of Special Education Program
Orchard Knob Elementary
Chattanooga, TN

Reading Interventionist
Orchard Knob Middle School – Chattanooga, TN | 2013–2014

- Delivered intensive reading support to struggling middle school students.
- Increased reading comprehension and fluency through targeted interventions.

Special Education Teacher
King Elementary School – Louisville, KY | 2009–2013

Outreach Community Coordinator
Nashville, Tn

Coordinator
Reading and Math Summer Camp
Louisville, KY

Coordinator
Reading & Math Tutorial
Chattanooga, TN

Earlier Career
| 2001–2009

- Administrative Assistant, Quinn Chapel AME Church – Louisville, KY
- Adult Literacy Instructor, South Georgia Technical College – Thomasville, GA
- Substitute Teacher, Thomasville City Schools – Thomasville, GA
- Social Worker, Ministry of Education – Nassau, Bahamas

EDUCATION

- Doctor of Education (Ed.D.), Curriculum & Instruction – Carson Newman University (In Progress)
- Education Specialist, Reading & Literacy Leadership – Walden University (2016)
- Master of Arts in Teaching, K–12 Learning Disabilities Certification – Spalding University (2010)
- Master of Arts, Christian Education – Interdenominational Theological Center (2001)
- Bachelor of Arts, Sociology & Theology, Summa Cum Laude – American Baptist College (1988)

PROFESSIONAL MEMBERSHIPS

- Kentucky Education Association, Member
- Council for Exploited Children, Member
- Worldwide Women's International Association

AWARDS & HONORS

- Curriculum Development Award, Spalding University (2008)
- YMCA Adult Black Achiever (2007)
- Theta Honor Society

REFERENCES

Juliette Lewis
Former Principal
Louisville, KY
502-762-8018
Julia.lewis@jefferson.kyschools.us

Patricia Paterson
Medical Practitioner
Thomasville, GA
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Dean of Students
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Mazie Wilson
Southwest Georgia Technical College
Adult Literacy Instructor (Retired)
Thomasville, GA
229-226-5619

TONJA D. DANDY, Ed.D.

Nashville, TN 37205
(615) 525-6600|tonja.dandy@gmail.com

CORE COMPETENCIES

Program Planning & Oversight| Compliance| Human Capital Recruitment & Training|
|Community Outreach|Strategic Planning|Budget Management|
|Special Education|Instructional Leadership|
| Professional Learning Communities (PLCs)|
District TNCompass (TEAM) Evaluation Configurator|District & School Testing Coordinator

PROFESSIONAL EXPERIENCE

August 2024-Current East Nashville Magnet High School Nashville, TN

Science **Teacher**

- Member of the Faculty Advisory Committee (FAC)
- Serves as a member of the Advancement Via Individual Determination (AVID) site team
- Teacher for Ecology, IB Biology Year I and Year II (Diploma Program)
- Teacher for course Human Anatomy & Physiology
- Implements project-based learning with students to enhance learning
- Cooking Club Sponsor, 2024-25

July 2023-August 2024 Tennessee School for the Blind Nashville, TN

Accessibility **Specialist**

- Supported professional development (PD) and training/workshop activities, including PD for the annual Unity Conference and TN Visual Impairments Virtual Academy (TN VIVA) to ensure smooth functioning of such programming. Submits professional development activities to ACVREP so that they may be claimed for credit by attendees.
- Consulted with the National Instructional Materials Access Center (NIMAC), American Printing House for the Blind (APH) Louis, and in-house RCVI braille repository databases to determine optimal sourcing strategies for accessible books so that Tennessee students with visual impairments and blindness receive their books in a timely manner, ideally at the same time as their sighted peers.
- Directed and awarded contracts to national and individual vendors and producers for accessible books (large print and braille)

- Researched and compared national edition textbooks and literary books against Tennessee edition books, as an authorized NIMAC user. Assigned NIMAS files from the NIMAC to Accessible Media Producers and to Bookshare for production in required formats.

July 2017-June 2023 Tennessee School for the Blind Nashville, TN

Principal

- Provided instructional leadership and accountability school-wide
- Cultivated a positive school climate and culture
- Analyzed data to track student and teacher progress towards school wide goals
- Worked collaboratively with leadership team to implement policies & academic programming based on students' needs
- Increased the use of instructional technology school-wide to engage students in critical work by 100% with one-to-one devices
- Created partnerships for the work-based learning program (at TSB) with the Donelson YMCA & Donelson library
- Managed the instructional budget for state funds at 189K
- Managed the Consolidated Funding Application for federal funds for TSB up to 410K (Title I, II, and IV, IDEA B & C)
- Collaborated with various stakeholders to leverage expenditures, led federal monitoring and grant compliance
- Evaluated certificated faculty using TEAM and support staff using the SMART system (State of TN Performance Management)
- Direct oversight of two successful AdvancED accreditation processes over a 10-year span
- Direct oversight of creating and implementing the yearly master schedule, teacher assignments, and educational assistant assignments
- Mentored and evaluated assistant principals over six (6) years
- Director of the district's student information system database (Skyward)
- Evaluation Configurator for the district's TNCompass system (a state database for management of teacher credentials and evaluations.
- Authored the local education agency (LEA) plan and school plan for 2019-2023; successful completion and state approved each year for six (6) years
- Direct oversight of the purchase and implementation of the literacy curriculum for English Language Arts for the district
- Direct oversight of registration day planning and implementation for all students in the district

July 2014-June 2017 Tennessee School for the Blind Nashville, TN

Assistant Principal

- Implemented and directed the installation and training of the district's student information system (Skyward) to staff district wide
- Managed a variety of school administrative functions (e.g. student disciplinary policy, school master schedules, student information system (Skyward), etc.
- Represented the school within community forums for maintaining ongoing community support for educational goals and/or assisted with issues related to school environment
- Chaired meetings for the purpose of coordinating activities and ensuring outcomes achieved in the school & district based on state objectives
- Evaluated assigned personnel using the TEAM model for ensuring that standards were achieved, and performance was maximized
- Participated in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions
- Facilitated the development, implementation and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students
- Implemented policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated state requirements
- Intervened in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developed successful interpersonal skills
- Authored both district and school plans for Tennessee School for the Blind with a collaborative team
- Supported the principal and assisted with interviewing and hiring all school personnel

March 2013-June 2017 Tennessee School for the Blind Nashville, TN

STEM Education Director

- Provided comprehensive instructional coaching in STEM
- Collaborated with teachers and provided specific strategies for improved instructional delivery
- Served as a resource in identifying appropriate research-based instructional strategies and interventions to improve STEM achievement for students in grades Prek-8
- Supported teachers by providing feedback on lessons and assessments that aligned with Tennessee's state standards
- Provided professional development and materials to support teachers.
- Served as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units, based on ongoing analysis
- Reviewed lesson plans, unit plans, and assessments
- Initiated the development of a district scope and sequence for STEM education
- Observed classroom instruction and offered analysis and feedback to teachers
- Conducted demonstrations and modeled lessons for classroom teachers

- Supported the development of curriculum and advised pacing on the scope and sequence based on essential content knowledge as outlined in the state standards
- Cultivated a standards-based, data and results-oriented culture
- Delivered recommendations on best practices for supporting curricular integration across all content areas
- Collaborated with teachers, the principal, and the assistant principal to determine appropriate resources and support for teachers
- Led teacher study groups to increase content and pedagogical knowledge of STEM instruction
- Collaborated with the instructional teams to develop and implement plans designed to assist struggling students
- Direct oversight and implementation of high school programming overhaul
- Completed any additional duties as assigned by the Director of Schools

Teaching Experience

uly 2013-July 2022 Trevecca Nazarene University Nashville, TN

Adjunct Professor (Special Education: Visual Impairments Graduate Program)

August 2012-March 2013 Hillwood High School (MNPS) Nashville, TN

Science **Teacher**

Summer 2010-Summer 2012 Vanderbilt Center for Science Outreach (VCSO) Nashville, TN

Teacher Outreach Specialist (CSO)/Teacher-in-Residence (MNPS)

2008-2010 Nashville Teaching Fellows (NTF) Nashville, TN

Selector

Summer 2009 Vanderbilt Center for Science Outreach Nashville, TN

Teacher Research Externship

2008-2009 Metropolitan Nashville Public Schools (MNPS) Nashville, TN

Textbook Adoption Committee Member

2010 Hillwood High School Nashville, TN

Teacher of the Year

2008-2010 Hillwood High School/Public Health Academy Nashville, TN

Teacher Leader of the Public Health Academy

2005-2010 Hillwood High School (MNPS) Nashville, TN

Science Department Chairperson

Sept. 2002-2010 Hillwood High School (MNPS) Nashville, TN

Science Teacher

Other Experience

2000-2003 Wal-Mart Vision Center Nashville, TN

Licensed Dispensing Optician (LDO)

Licensure:

- Attendance (94); Lic. # 000182998
- Special Education, Vision (Visual Impairments) PreK-12 (462); Lic. # 000182998
- Beginning Administrator Licensure PreK-12 (418); Lic. # 000182998
- Professional Teacher Licensure - Tennessee, Department of Education; Lic. # 000182998, Biology endorsement 7-12 (415)
- LDO (Licensed Dispensing Optician) - Tennessee, Department of Health; Lic. #1466, 1997-2004

Grant Experience:

January 2022: Authored Math Implementation Grant and awarded $143K for the district (TSB)

August 2014: Co-authored a Tennessee STEM Leadership Academy Mini-grant and awarded $1000.00 for leveled reading books and eBooks.

Fall 2014: Authored a grant to the Louis R. Draughon Foundation for STEM equipment & supplies for the STEM Initiative-Funded at $6999.80 through Friends of TSB

Fall 2013: Authored a grant to the Louis R. Draughon Foundation for STEM equipment & supplies for the STEM Initiative-Funded at $7024.00 through Friends of TSB

Fall 2013: Authored a grant to the Stones River Woman's Club for STEM equipment & supplies for the Greenhouse Project (a STEM Initiative)-Funded at $2200.00 through Friends of TSB

Spring 2004: One of three participants to write a grant that Hillwood High School was awarded; Hillwood received $300,000 to implement the Advancement Via Individual Determination (AVID) program.

Honors and Awards:

2022	Patriotic Employer Award from The Office of the Secretary of Defense Employer Support of the Guard and Reserve
2013-15	Tennessee STEM Leadership Academy Fellow
2012	Dissertation Award-Class of 2012 (Trevecca Nazarene University)
2010	Teacher of the Year, Hillwood High School (MNPS)

Professional Affiliations:

- Association of Education and Rehabilitation for the Blind and Visually Impaired (AER)
- National Science Teachers Association (NSTA)
- Tennessee Organization of School Superintendents (TOSS), 2017-2023

Civic/Community Service

2023-Current	Member-At-Large, Cuddle Up and Read Everyday (C.U.R.E.D) (Tampa, FL)
2021-Current	Access Advisory Policy Advisory Committee (APAC)-For WeGo Public Transit, Chair, Bylaws Committee (Nashville, TN)
2018-Current	Brooks Masters Academy, Board Chair (Nashville, TN)
2017-Current	Cognia Tennessee Accreditation Advisory Committee (TN)
2015-Current	L'Evate Community Member (Donelson & Hermitage, TN)
2015	Leadership Donelson Hermitage-Class of 2015 (now known as L'Evate), Nashville, TN

EDUCATION

2009-2012 Trevecca Nazarene University Nashville, TN

- Ed.D., Leadership and Professional Practice
- Research: The Prevalence of Potential Bacterial Pathogens on Inanimate Objects in a State School
- M.Ed., Visual Impairments-Special Education

1999-2003 Tennessee State University Nashville, TN

- M.S., Biology
- Research: Genetic Screening for Regulators of p150-Glued Dynactin and Dynein Function in *Drosophila melanogaster*

1995-1997 Roane State Community College Harriman, TN

- A.A.S., Opticianry
- Managed the on-site ophthalmic dispensing lab and placed student orders for spectacles

1988-1992 Howard University Washington, D.C.

- B.S., Microbiology
- Minor in Chemistry

STACY RACQUEL GAYLE

CONTACT

256-755-6348

stacyracquelgayle@yahoo.com

264 Shayton Pass Gallatin TN 37066

SKILLS

- Strong command of the English language.
- Cultural sensitivity and the ability to build inclusive learning communities.
- Knowledge of language acquisition theories and teaching methodologies (e.g., TESOL, TEFL, ESL).
- Patience, creativity, and adaptability.
- TESOL/TEFL certification (International Open Academy).
- Collaborator/Presenter for Professional Development

LANGUAGES

- English (Fluent)
- French (Fluent)

REFERENCES

Yolanda Moore: 318-540-4515
Jessica Hardison: 512-639-7585
Zhane Reese: 925-550-1790
Email: zhane7770@gmail.com

PROFILE

I am a dedicated and versatile educator with over 20 years of experience in teaching, instructional design, and academic mentoring. I am currently completing a M.Ed. and have been currently accepted into the DLC Teacher Leader Fellowship Program.

I possess the ability to deliver engaging lessons, manage classrooms both in-person and online, as well as the capability to foster academic success across diverse student populations. Through my experiences I have obtained a background in ESL/ELL instruction, literacy development, and individualized student evaluation. I am committed to continuous development, growth and empowering students through intentional, dynamic and creative instruction.

WORK EXPERIENCE

STEM PREPATORY ACADEMY 2022-PRESENT-
ELL Teacher (English Language)

- Experience with creating and delivering engaging lessons to diverse learners.
- Skilled in building inclusive, student-centered environments that promote English language acquisition across reading, writing, speaking, and listening (WIDA & ELPA).
- Proficient in using differentiated instruction, assessment tools, and technology to support learners at varying proficiency levels.
- Collaborate with content teachers to create diverse lessons, homework, and projects
- Certified in TESOL & TEFL (International Open Academy) and committed to fostering academic and cultural growth.

Book Nook 2020 - Present
Online Educator

- Remote Literacy teaching for students 6-14 based in the United States
- Small group teaching. One- four student(s).
- Students cover oral & critical reading, fluency, dialogic reading, phonics, and math.
- Tailored evaluation of individual student performance, strengths, and areas for growth.

Education First 2020 - 2022
Online Educator

- Teach English to students based in China using interactive online classroom applications.
- To develop student reading & comprehension, grammar, listening, phonics, and conversational skills.
- Students range from 5-14 years of age in a one to one classroom setting.
- Evaluate student at the end of every lesson
- Develop thoughtful, detailed feedback to effectively communicate each student's progress and areas for growth with their parents or guardians.

WORK EXPERIENCE

Bling ABC 2020 - 2022
Online ESL Educator

- Teaching group ESL to Chinese students ages 5-14. Courses taught math, science, reading, phonics, grammar, and conversation. Developed and delivered comprehensive daily updates on student performance, behavior, and classroom engagement to support ongoing parent involvement.

VIPKID 2017 - 2023
Online Educator / ESL Teacher

- Teach English to students who are based in China and are between the ages of 4-16. • To develop student reading, writing, and speaking skills. • All classes are held one-on-one and conducted remotely through the VIPKID portal • Through VIKID, I am certified in TESOL-Advance and certified in TEFEL. Certified for all Levels offered and Specialized Supplementary courses, such as TOFEL, Grammar, Attended workshops to learn about student motivation and engaging learning activities. • Evaluate students' progress, at regular intervals. • Tailor lessons to accommodate different student learning styles and level of speaking

Home School Teacher 2007 - Present
Online ESL Educator

- Teach English, Math, History and Science including electives. • Evaluate students' performance and provide discipline and guidance. • Maintain all student records, complying with all state laws and reporting procedures. •Administer/prepare student for standardized tests (ACT, SAT), choose and provide extracurricular activities. • Oversee lab experiments

English Language Instructor, Republic of Korea 2002 - 2005
Online ESL Educator

- Teaching Conversational English to numerous professionals. • Enhancing their conversational proficiency through developmental skills (Levels 1 through 6). • Evaluated student progress and tailored lessons accordingly • Provided additional tutoring to students requiring extra help • Assisted with school administration and organized student social events • Developed curriculum, including lectures, reading materials, and tests; improved students' classroom performance with one-on-one tutoring. • Trained new teachers to the institute and produced videos demonstrating the teaching method. • Helped organize 4-day summer and winter camps for 500+ students and led workshops for students of varying English ability. • Coordinated and planned social events like graduation and weekly English clubs for the institute. • Headed a panel of 5 teachers responsible for giving graduation interviews to students and evaluating graduation eligibility every two months.

EDUCATION

Master of Education in progress

School of Education | Grand Canyon University

GPA: 4.0

2024 - 2025

Canadian University College

B.Ed., Education – Canadian University College 2002 B.A., Liberal Arts- Canadian University College 2002

RESOURCES PAGE & SUPPORTING EVIDENCE

PURPOSE OF RESOURCE PAGE

This resource page provides supporting evidence, research, data sources, and referenced organizations that informed the development of Empowerment Academy Nashville's (EAN) educational model, operational design, student support structures, and community-centered approach. The evidence included below supports the Academy's commitment to academic achievement, early literacy, relationship-centered instruction, social-emotional development, experiential learning, attendance improvement, and equitable educational opportunities for historically underserved students within Davidson County and the Metro Nashville Public Schools (MNPS) community.

STATE & LOCAL DATA SOURCES

Tennessee Department of Education (TDOE)

Purpose: Academic proficiency, student growth, subgroup performance, attendance, accountability, and school performance data.

Website:
https://www.tn.gov/education.html

Referenced Uses:

- State Report Card proficiency and growth data
- Economically disadvantaged student subgroup data
- Chronic absenteeism data
- English Language Arts and Mathematics performance trends
- Student subgroup performance analysis
- Literacy intervention and accountability data

Tennessee State Report Card

Purpose: School and district-level academic accountability reporting.

Website:
https://tdepublicschools.ondemand.sas.com

Referenced Uses:

- Metro Nashville Public Schools academic performance data
- Literacy and mathematics proficiency trends
- Student subgroup achievement gaps
- Attendance and discipline trends
- Student growth indicators
- School-level accountability ratings

Metro Nashville Public Schools (MNPS)

Purpose: Local demographic, enrollment, attendance, and operational data.

Website:
https://www.mnps.org

Referenced Uses:

- Enrollment projections
- Student demographic analysis
- Economically disadvantaged student data
- English Learner and special education subgroup trends
- Attendance and chronic absenteeism trends
- Community and feeder pattern analysis
- School performance comparisons

U.S. Census Bureau

Purpose: Community demographic and socioeconomic analysis.

Website:
https://www.census.gov

Referenced Uses:

- Poverty rates
- Household income trends
- Population density and community demographics
- Neighborhood-level socioeconomic indicators
- School-aged population estimates

EARLY LITERACY & ACADEMIC RESEARCH

The Annie E. Casey Foundation – Third Grade Reading Research

Purpose: Research connecting third-grade reading proficiency to long-term academic success.

Website:
https://www.aecf.org

Referenced Uses:

- Importance of foundational literacy
- Long-term academic risk factors associated with reading deficiencies
- Early intervention justification

Key Finding:

Students who are not proficient readers by the end of third grade are significantly more likely to experience long-term academic struggles and lower graduation rates.

National Institute for Literacy

Purpose: Evidence-based literacy instruction and reading intervention strategies.

Website:
https://lincs.ed.gov

Referenced Uses:

- Foundational literacy instruction
- Phonics and fluency intervention
- Reading comprehension supports
- Early literacy best practices

Tennessee Literacy Success Act

Purpose: Tennessee's statewide literacy initiative focused on evidence-based reading instruction.

Website:
https://www.tn.gov/education/learning-acceleration/literacy-success-act.html

Referenced Uses:

- Literacy intervention structures

- Evidence-based reading instruction
- Foundational skills alignment
- Tennessee Foundational Literacy Skills Plan alignment

SOCIAL-EMOTIONAL LEARNING & TRAUMA-INFORMED PRACTICES

CASEL (Collaborative for Academic, Social, and Emotional Learning)

Purpose: Research and frameworks related to social-emotional learning.

Website:
https://casel.org

Referenced Uses:

- SEL implementation framework
- Student self-management and relationship skills
- Whole-child educational practices
- Positive school culture development

National Child Traumatic Stress Network (NCTSN)

Purpose: Trauma-informed educational practices and student mental health supports.

Website:
https://www.nctsn.org

Referenced Uses:

- Trauma-informed classroom strategies
- Student emotional regulation supports
- Relationship-centered intervention approaches
- Safe and supportive school environments

EDUCATIONAL EQUITY & STUDENT ENGAGEMENT

U.S. Department of Education

Purpose: Federal educational policy, equity guidance, and charter school resources.

Website:
https://www.ed.gov

Referenced Uses:

- Educational equity frameworks
- Charter Schools Program (CSP) guidance
- Student subgroup support expectations
- Federal compliance standards

Charter Schools Program (CSP)

Purpose: Federal guidance for charter school planning and implementation.

Website:

https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-schools-program-grants/

Referenced Uses:

- Planning and implementation grant guidance
- Fiscal sustainability expectations
- Student achievement and equity priorities
- Grant compliance expectations

COMMUNITY & PARTNERSHIP RESOURCES

Big Brothers Big Sisters

Purpose: Mentorship and student relationship-building opportunities.

Website:
https://www.bbbs.org

Referenced Uses:

- Student mentoring support
- Positive male role model partnerships
- Leadership development

YMCA of Middle Tennessee

Purpose: Youth enrichment and family engagement opportunities.

Website:
https://www.ymcamidtn.org

Referenced Uses:

- Student enrichment partnerships
- Community engagement support
- Family outreach opportunities
- Wellness programming

Boys & Girls Clubs of Middle Tennessee

Purpose: Youth development and after-school programming.

Website:
https://www.bgcmt.org

Referenced Uses:

- Student support services
- Enrichment and leadership development
- Community partnership opportunities
- Family support programming

EXPERIENTIAL & AGRICULTURAL LEARNING

Tennessee Department of Agriculture

Purpose: Agricultural education and experiential learning support.

Website:
https://www.tn.gov/agriculture.html

Referenced Uses:

- Agricultural learning integration
- Environmental stewardship education

- Community-based experiential learning
- Agricultural literacy development

NASA STEM Engagement

Purpose: STEM enrichment and real-world career exposure.

Website:
https://www.nasa.gov/stem

Referenced Uses:

- STEM and project-based learning inspiration
- Career pathway exposure
- Hands-on learning integration
- Real-world problem-solving opportunities

ATTENDANCE & SCHOOL CLIMATE RESEARCH

Attendance Works

Purpose: Attendance improvement and chronic absenteeism prevention research.

Website:
https://www.attendanceworks.org

Referenced Uses:

- Attendance intervention systems
- Family engagement and attendance improvement strategies
- Chronic absenteeism prevention
- Relationship-centered attendance practices

Learning Policy Institute

Purpose: Educational equity, school climate, and whole-child research.

Website:
https://learningpolicyinstitute.org

Referenced Uses:

- Whole-child educational practices
- Positive school climate research
- Student engagement and relationship-centered learning
- Trauma-informed educational supports

GOVERNANCE & CHARTER OPERATIONS

Tennessee Public Charter Schools Act

Purpose: Governing legal framework for charter schools in Tennessee.

Referenced Uses:

- Governance requirements
- Enrollment and lottery compliance
- Financial accountability
- Operational requirements
- Open meetings and public records compliance

Tennessee Charter School Center

Purpose: Charter school leadership and governance support.

Website:
https://www.tnchartercenter.org

Referenced Uses:

- Charter governance best practices
- Board training resources
- Operational planning guidance
- Charter startup support

COMMUNITY ENGAGEMENT & STAKEHOLDER FEEDBACK

Empowerment Academy Nashville's school design was further informed through:

- Summer 2025 Community Engagement Camps

- Family Design Sessions
- Parent and Community Feedback Forums
- Partnership Meetings with Local Organizations
- Agricultural Learning Pilot Activities
- Stakeholder Surveys and Informal Interviews
- Community Outreach Events
- Family Engagement and Literacy Activities

Feedback gathered through these activities directly informed:

- Small class size design
- Relationship-centered learning model
- Agricultural and experiential learning integration
- Social-emotional support systems
- Family engagement structures
- Student leadership opportunities
- Community partnership development

CONCLUSION

The development of Empowerment Academy Nashville is grounded in research-based educational practices, community voice, state and local performance data, and evidence-informed intervention strategies designed to improve student outcomes for historically underserved populations within Davidson County. The Academy's model reflects a commitment to academic rigor, literacy achievement, relationship-centered learning, social-emotional development, family partnership, and long-term student success.

These resources and supporting evidence collectively informed the school's educational program, operational design, staffing structures, student support systems, and continuous improvement framework.