



Amended Application for a Public Charter School

KIPP Southeast Nashville College Prep Middle School

May 26, 2022

For questions about this application, please contact:

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**GENERAL INFORMATION**

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

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

Charter authorizer for proposed school: Metro Nashville Public Schools

Sponsor/Sponsoring entity: KIPP Nashville

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

Model or focus of proposed school: College Preparatory

City or geographic community for proposed school: Southeast Nashville

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

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

Primary Contact work telephone: (615) 715-9562 Primary Contact mobile telephone: ( )

Primary Contact email address: rdowell@kippnashville.org

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

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

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

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

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

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

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

**Indicate Applicant Type:**

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

## ASSURANCES

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

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

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

Randy Dowell

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

Executive Director, KIPP Nashville

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

## EXECUTIVE SUMMARY

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

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

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

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

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

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

Southeast Nashville schools face several significant challenges. Chief among those challenges is the increasing population in Southeast Nashville that is projected to press against and beyond the capacity of middle schools in the community. According to an MNPS School Enrollment and Capacity Report from September 2019, the middle schools across the Antioch and Cane Ridge clusters were occupied at 98% capacity<sup>1</sup>. This report projects that by the 2028-29 school year, those same schools will be

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

oversubscribed and enrolled at 106% capacity<sup>2</sup>. A driving force in our submission of the KSNCP-MS application is to ensure MNPS has the needed school seats to accommodate the growing student population in this area. In May 2022, we received an updated MNPS School Enrollment and Utilization report that shows lower projected utilization than the September 2019 report. We also understand that MNPS is in the process of updating its projections and that MNPS has received funding for designing additional elementary schools and that construction of a new middle school is on hold pending funding. While we are glad that MNPS anticipates that overcrowding in Southeast Nashville is and will be less critical, we continue to believe that locating the school in the Antioch or Cane Ridge communities will benefit both the students in that area and MNPS. As discussed in this application, utilization of the existing KIPP Antioch elementary and middle schools is 100%, and there is a substantial wait list for each school. Further, given KIPP Nashville's established track record of raising academic achievement, providing a KIPP option to students in Southeast Nashville will benefit the district.

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

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

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

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



# SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

## **1.1 School Mission and Vision**

### **In this section:**

- (a) Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.
- (b) Describe the vision of the proposed school and how the vision will help achieve the school's mission.
- (c) Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102(a).
- (d) Describe how the mission and vision of the proposed school address any priorities set by the authorizer.
- (e) Describe what the proposed school will look like when it is achieving its mission.
- (f) Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?

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

- The mission statement defines the purpose of the proposed charter school.
- The mission statement is clear, concise, compelling and measurable.
- The vision provides a coherent description of what the school will look like when it is achieving its mission.

### **Mission**

KIPP Nashville's mission is that together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose - college, career and beyond - so they can lead fulfilling lives and build a more just world.

KSNCP-MS will provide students living in Antioch access to a middle school that is part of a K-12 pathway that will prepare them for the paths they choose - toward college, career or beyond. To do this, KSNCP-MS will focus on building strong reading, math, science and social studies skills.

With this strong platform for learning, KSNCP-MS students will eventually feed into the already-approved KIPP Antioch High School, scheduled to open in the 2023-24 school year. While in high school, KSNCP-MS students will work with the KIPP Forward team to create plans to pursue their passions and purpose through college and career. The ultimate measure of our mission and vision is our students' engagement in college or career following high school graduation.

### **Vision**

KIPP Nashville's vision is that every child grows up free to create the future they want for themselves and their communities. This vision is what KSNCP-MS will look like when achieving its mission.

KSNCP-MS will use this vision to engage its students and their families to envision and plan for a future beyond high school graduation. The vision statement will help KSNCP-MS accomplish its mission by inspiring families, students and educators to link all the hard work of teaching and learning to each student's desired outcomes of college and career.

T.C.A. § 49-13-102 states the purpose of charter schools is to improve learning for all students, provide options for parents, build greater school autonomy, measure performance and create meaningful

opportunities for parent involvement, all with a focus on improving student performance. The law, as described, is directly aligned with the mission and vision for all KIPP Nashville schools and will be the same for KSNCP-MS. We envision an individual school and a Nashville where all students are succeeding on grade level, are offered equal opportunities to excel in their academic and social lives, and on a path to and through college, careers, and enriching lives.

Through its most recent Strategic Framework, Metro Nashville Public Schools has articulated the following priorities:

- Improve Student Achievement
- Improve Student Academic Growth
- Close Achievement Gaps
- Ensure College and Career Readiness
- Increase Graduation Rates
- Increase Student Retention in MNPS

Dr. Battle has stated that the authorizer's North Star is to "establish Metro Nashville Public Schools as the premier large school district in Tennessee and beyond." She has also articulated an expectation that every student be "seen, known, and cared for."

KSNCP-MS will address these MNPS priorities by:

1. Engaging students and families through a student-focused and data-driven approach to instruction.
2. Increasing the overall district academic performance while decreasing likely overcrowding in one of the fastest growing areas of the city.
3. Advancing academic performance of students scoring "On Track" or "Mastered" on TNReady assessments.
4. Adding to (and not diminishing) the number of schools with racially diverse student populations by leveraging its network and local reputation to recruit from geographically close and diverse communities.

Based on the performance of KIPP Nashville's current portfolio of local schools, KSNCP-MS will be positioned to:

- Increase the number of Reward Schools in MNPS;
- Increase access to Reward Schools for those MNPS students who are not currently enrolled in a school with this distinction, and;
- Establish annual performance targets and benchmarks aligned with MNPS goals.

The most unique features of this school are its data-driven approach to academics, coupled with and its ability to place middle school students on a pathway to an already-approved KIPP Antioch high school focused on college and career readiness. This KIPP Antioch feeder pattern demonstrates a unique approach that aligns with the school's mission and vision by ensuring that students start their K-12 experience by becoming strong readers, then continuing on a K-12 pathway that provides them with an opportunity to successfully access a college or career of choice by the end of high school.

KSNCP-MS will help Metro Nashville Public Schools pursue its North Star and achieve its priorities by engaging students and families through a student-focused and data-driven approach to instruction. The school's focus on data-driven academic instruction will equip students to read and do math, science, and social studies on grade level, ensuring they remain on track for college and career access following high school.

KSNCP-MS will measure its success ultimately when every child has a passion, purpose and plan before graduating from the already-approved KIPP Antioch High School. Most alumni will attend college, while some will pursue careers or technical education. Our goal will be for 80% of alumni to attend college with at least 50% completing college. These long-term goals may take nearly a decade to measure, depending on a student's age and grade. In the near-term, KSNCP-MS will rely on assessments like the NWEA MAP test, where we would want to see an increasing number of students score above the 50th percentile in each successive grade, ending eighth grade with over 50% of students scoring in the top quartile for reading and math.

## 1.2 Enrollment Summary

### In this section:

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

### Characteristics of a strong response:

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

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

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

wait list for each school. Further, given KIPP Nashville’s established track record of raising academic achievement, providing a KIPP option to students in Southeast Nashville will benefit the district.

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

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

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

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

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

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

KIPP Nashville believes there is an opportunity to provide students in Southeast Nashville access to a rigorous, college-prep curriculum that culminates with access to the KIPP Through College program, which includes partnerships with dozens of universities around the country and which has supported local

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

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

KIPP students who are now enrolled in schools like University of Tennessee - Knoxville, Middle Tennessee State University, Fisk, Rhodes, Princeton, Spelman, Howard, Tennessee State University, Morehouse, Howard, and Duke. In recent years, middle schools in Southeast Nashville have performed academically below the district and state averages. KSNCP-MS will offer parents in this growing community a college-prep middle school option, designed to support their children in their journey to and through college or career path of choice.

**Academic Performance\* of Existing Schools**

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

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

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

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

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

embedded intervention—are research and practice-proven strategies for the target population and allow the flexibility needed to differentiation for diverse learners.

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

**Enrollment Summary (Number of Students)**

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
5	132	132	132	132
6	0	132	132	132
7	0	0	132	132
8	0	0	0	132
<b>Totals</b>	<b>132</b>	<b>264</b>	<b>396</b>	<b>528</b>

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

**Anticipated Demographics\***

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

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

## 1.3 Academic Focus and Plan

### In this section:

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

### Characteristics of a strong response:

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

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



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

### High Expectations and Rigorous Curriculum

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

The high expectations will be manifest in:

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

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

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

### Academic Benchmarks

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

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

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

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

<b>Math</b>	40%	50%	50%	60%
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KSNCP-MS will also have TNReady science and social studies goals. Given the shifts in standards and assessments, KIPP Nashville has not set yearly targets, but by the end of 8th grade, 75% of students should be on “On Track” or “Mastered” as measured by the new assessments.

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

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

### **Instructional Design**

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

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

### **Math**

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

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

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

### **English Language Arts**

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

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

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

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

- Each course provides students an opportunity to engage with a shared text written by, minimally, one African American and one Latinx author. Across the 5-8 continuum, there is a diversity of perspective across these units as well with an effort to both increase representation, but also to provide space to avoid falling into the danger of a single narrative.
- Over the course of the 5-8 continuum, students will also engage with at least one unit devoted to:
  - Indeignous voices
  - LGBTQ voices
  - API voices
  - Middle Eastern voices
- Care was taken to ensure that both within individual novel study units and across the scope and sequence as a whole, we lifted up not only the real stories of oppression that BIPOC communities have experienced, but also stories of thriving art and love.

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

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

A typical 100 minute block follows the following format:

Component	Description	Time
<b>Do Now</b>	Students take a short assessment related to the previous night's homework assignment to assess basic comprehension of the text	5 min.
<b>Frame the Reading Focus</b>	Students break down the text prompt they will address on their exit ticket so that they know the focus of reading for the day.	5 min.
<b>Close Reading</b>	Students engage in a close reading of a text and a discussion of this close read. Teacher incorporates think alouds and text dependent questions to push students deeper into the text. There is a focus on annotation related to the reading focus.	35 min.
<b>Exit Ticket</b>	Students complete the written response part of the text.	10 min.

<b>Grammar</b>	Students receive explicit grammar instruction or complete a cumulative review practice of previous taught skills. Students are explicitly taught to apply this knowledge to their own writing.	5-10 min.
<b>Writing Mini-Lesson</b>	Teacher models the focus skill of the day.	5-10 min.
<b>Independent Writing and Conferring</b>	Students independently write on a process based writing piece incorporating the skill from the daily lesson. Teacher circulates and confers with students regarding their writing.	20-25 min.
<b>Closing</b>	Teacher closes the lesson by highlighting student work that effectively incorporated the objective of the day.	5-10 min.

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

### **Science**

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

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

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

### **Social Studies**

In 2019-20, KIPP Nashville adopted a new curriculum to reflect the changes in Tennessee State Standards. The KIPP Nashville Academics created this curriculum in collaboration with teachers, and highlights opportunities for teachers to make connections to students' cultures. It relies on a variety of

resources including Achievement First’s history curriculum and Tennessee History for Kids resources for 5th grade: <http://www.tnhistoryforkids.org>

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

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

### Response to Intervention

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

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

### English Language Arts Intervention Programs

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

- **Phonics and Fluency:** If a student has demonstrated gaps in phonics that are leading to fluency issues, KIPP Nashville leverages Wilson Just Words, a phonics program designed for students with decoding gaps in grades 4-12. KIPP also recently adapted *Rewards*, a program that focuses on decoding multisyllabic words.
- **Fluency and Comprehension:** As students close decoding gaps and need more support with reading and comprehending longer text fluently, students move to Fountas and Pinnell’s Leveled Literacy Intervention.
- **Comprehension:** For many students, having background knowledge is the core gap to comprehending grade-level texts. To support students with developing background knowledge and vocabulary, students read a set of leveled texts that start two to three levels below grade level and work up to grade level Lexiles. These texts provide the background knowledge and vocabulary to support students in accessing Tier 1 content. This approach is based on the work of Student Achievement Partners and their Text Set Project.

- **CommonLit and Accelerated Reader:** Students who are not in a tier 2 or 3 intervention group are either independently reading and assessing their understanding through Accelerated Reader or reading a text set on CommonLit. Both of these programs push students to read challenging or above grade level text.

### ***Math***

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

### ***Teacher Training***

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

### ***Progress Monitoring***

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

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

### ***Fidelity Monitoring***

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

### ***ESL Delivery Model***

Given the demographics of Southeast Nashville, KSNCP-MS is expecting that 20-40% of its population will be English Learners. This new middle school will run a similar service model as our current KIPP Antioch Middle School (KACPM). During the 2019-20 school year, KACPM served 132 fifth graders in its first year of operation, of which 15% were active English Learners and an additional 15% were in transitional year 1 or 2. Of the active EL cohort at KIPP Antioch Middle School, 95% scored in the bottom quintile and 5% in the fourth quintile on the reading portion of the NWEA MAP assessment in August 2020. By January, the cohort had already demonstrated significant growth. The percent in the bottom quintile dropped to 60%, 25% of students were in the fourth quintile, 10% in the third quintile, 5% in the second quintile, and 0% in the top quintile. KACPM also saw the performance gap decrease between students who received and did not receive EL services on internal ELA assessments, moving from a gap

of 23.2% in October to 17.9% in December to 14.8% in March. While KACPM was unable to collect final WIDA data to assess student progress and determine what percent of students met exit criteria, these initial data are encouraging and suggest that the program design is effective and should be replicated at KSNCP-MS.

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

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

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

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

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

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

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



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

### **Students with Disabilities**

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

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

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

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

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

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

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

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

## 1.4 Academic Performance Standards

### In this section:

- (a) Describe the proposed school's annual and long-term academic achievement goals.
- (b) Describe the process for setting, monitoring, and revising academic achievement goals.
- (c) Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.
- (d) Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI<sup>2</sup>) that aligns with Tennessee guidelines.
- (e) Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.
- (f) Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).
- (g) Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.

### Characteristics of a strong response:

- Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning.
- Academic goals contribute to the stated mission and vision of the school.
- Clear and compelling process for setting, monitoring, and / or revising academic achievement goals.
- Evidence of clear, rigorous promotion/retention and exit policies and standards.
- Appropriate, well-defined corrective action plan if school falls below state and/or district academic achievement expectations.
- A clear description of the school's approach to help remediate students' academic underperformance based on assessment and other data, and evidence the chosen approach will result in improved academic achievement.
- Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined.

### Academic Goals

KSNCP-MS will use rigorous annual and long-term goals to drive programming. Frequent, reliable, objective assessment measures evaluated by all staff provide real-time data on the school's progress toward goals and inform supports for students and staff.

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

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

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

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

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

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

### ***Progress Monitoring***

During the school year, KIPP Nashville uses internal assessments to measure progress towards these end of year goals. Principals, teachers, the Head of Schools, and Academic Team at the regional KIPP Nashville School Support Team (KNSST) frequently review internal assessment data through an assessment dashboard. Each Principal participates in regularly-scheduled, weekly one-on-one meetings with the regional Head of Schools, wherein data is evaluated and action steps are brainstormed accordingly. Additionally, weekly school site visits and collaboration with the leadership team enable the Academic Team to stay engaged in the school’s progress and provide interventions to the school as necessary to meet and exceed goals.

If data for individual students, subgroups, cohorts, or the whole school is not on-track for goal attainment, intervention will begin at the school site level. Individual teacher support will be implemented through a coaching model that matches every teacher with a designated coach with whom they meet each week. Collaborative planning time will be designated each week, which will provide additional support to focus on responding to data and closing performance gaps. Additionally, the regular schedule will include quarterly data days wherein the whole staff will work together to analyze data and plan collaboratively in response to this information. The school leadership team will guide teachers on how to respond to the data as it becomes available. Beyond that, teachers will meet bi-weekly with their coach to analyze formative data and action plan for student learning.

When the data shows that individual students are not on-track to meet goals, the school will use the Response To Intervention (RTI) protocol. The school will use data to group students and deliver intervention through built-in daily intervention time. Individual students will receive tailored support to ensure they are making the progress necessary to meet annual goals. As specific teachers need additional support to implement these interventions effectively, the one-on-one coaching model afforded will ensure each intervention teacher has dedicated time for collaboration and guidance to best respond to the data in their instruction.

Should school-site planning fail to yield timely results when academic performance falls short of goals, the regional team will be positioned to provide more intensive support across the school. The Principal and Head of Schools will work together to determine the required supports for the school to help put results back on track, which could include individuals being placed on improvement plans. The KNSST will be available not only to collaborate and plan strategies to address the data, but also to provide training, model best practices, acquire tools and resources, and provide direct services as needed until the school is back on-track to meet its goals.

## Grading, Promotion and Retention

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

### **Report Cards and Grades**

Report card grades will be based on both summative assessments (e.g., interim assessments, end of module assessments, essays) and formative assessments (e.g., homework, class work, projects, etc.). A student's grade reflects standards mastery as the summative assessments measure standards mastery. Given the overall weight towards summative assessments it is not possible for a student to have a high grade and low standards mastery. Students will be expected to meet class expectations by satisfactorily completing work in addition to demonstrating standards mastery on assessments. Without satisfactorily accomplishing both, students will not earn a passing grade for the quarter. Grading in classes will be based on the following scale:

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

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

### **Progress Reports**

Halfway through each reporting period, teachers will prepare progress reports. The progress report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their child is doing at the halfway point in the marking period. Progress reports will include a letter or numeric grade indicating the student's grade and the student's performance. A parent/guardian whose child is failing more than one course at improvement report time may be required to meet with the teacher of that course within one week of receiving the report. Teachers may also request conferences with parents/guardians. Based on the report, parents/guardians may call or request a conference with any teacher.

### **Attendance Goals**

All KIPP Nashville schools share the average daily attendance goal of at least 95% of students in attendance.

### ***Attendance Procedures***

Teachers take attendance in the school's student information system (SIS) within 15 minutes of the start of the school day. The Operations Team modifies the attendance record to reflect tardies and then sends an attendance verification to teachers. Teachers check the attendance within an hour of the start of the school day and respond when edits are needed. The school makes daily attendance calls to the parent/guardian(s) of absent student(s) and communicates progress toward truancy and possible action steps.

To help ensure high rates of student attendance, the school leadership team communicates with students, families, and staff regularly. Actions may include:

- The Principal communicates school/grade level attendance data from SIS to staff on a regular basis.
- The Operations Team communicates individual attendance data at least biweekly to parents/students.
- The Director of Operations (DOO) and Attendance Team track and discuss attendance data on a regular basis and creates action plans as needed.
- The DOO discusses attendance data with the school's Leadership Team regularly.

### ***Final Grades***

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

### ***Promotion to the Next Grade***

In addition to the assessments discussed in Section 1.7, KIPP Nashville has established school-specific standards; these provide the school with minimal expectations for all students. Students will be considered for retention under the following criteria:

- Students who have a year-end average of less than 70 in reading and math can be retained in the current grade
- Students who have a year-end average of less than 70 in reading or math and one or more other classes can be retained in the current grade
- Students who have a year-end average of less than 70 in two or more classes other than reading and math with averages of 70 or above in reading and math may be retained at the discretion of the Principal
- Students who demonstrated less than typical growth on MAP and are still in the bottom two quartiles on the MAP assessment can be retained if combined with the first criteria

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

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

### ***Retention in the Grade***

Grade retention may be necessary for students in grades 5-8 to gain proficiency in low-performing areas. Decisions regarding promotion and retention will be based on KSNCP-MS grading policies, the promotional standards outlined above, and any previous retentions for the student. Additionally, for any English Language Learner, English Language proficiency shall never be used as the sole factor for retention. In specific cases, when intervention strategies are unsuccessful in raising a student's

achievement, the final decision to retain a student will be made by the Principal, with recommendations from the classroom teacher(s) and other professional staff. Retention must never be used in a punitive or capricious manner.

***8th Grade Exit Standards***

KIPP Nashville's 8th grade standards are the Tennessee State Standards in ELA, math, science, and social studies.

## **1.5 Phase-In/Turnaround Planning**

Not applicable: KSNCP-MS will not be a conversion school.



## **1.6 High School Graduation and Postsecondary Readiness**

Not applicable; KSNCP-MS will not be a high school.

## 1.7 Assessments

Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer internal assessments. In this section:

- (a) Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.
- (b) Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.
- (c) Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.
- (d) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

Characteristics of a strong response:

- Internal assessments will provide rich data for evaluation of the academic program and align with state standards.
- A process for collecting, analyzing and using data to support instruction is clearly articulated, with detailed plans presented to provide adequate training for teachers and school leaders.

KIPP Nashville schools drive results by administering frequent assessments to measure progress toward goals. As outlined below, KIPP Nashville schools use a variety of assessment measures to evaluate academic progress of students, both as individuals and in groups.

Each new student participates in baseline assessments, which both inform instruction and support for that student and provide a baseline from which progress is measured for sufficient growth. Baseline assessments may include: NWEA MAP (as a universal screener for reading and math) and AIMSweb Curriculum Based Measurements (as needed in ELA and math). Outside of baseline testing, MAP is administered two additional times (once in the winter, once in the spring) to measure annual growth and longitudinal growth over each student's tenure at the school, as well as to benchmark students' progress against college-ready targets. Grade teams analyze these data to place students into appropriate tiers for intervention. In addition, each teacher analyzes individual student data with the support of their coach to inform instruction for students. The leadership team analyzes all data, with as-needed support from the regional team, to determine school-wide needs and structures and inform the support provided to each school from the KNSST.

The school will give standards-aligned interim assessments quarterly in ELA and math. The regional Academic Team creates these assessments based on test items released by the state. Teachers and their coaches will then use a quarterly data day to analyze student achievement by cohort, sub-groups, and by individual students to determine data-driven action plans that will inform instruction in the coming quarter.

In science, the school will give standards-aligned assessments at critical junctures of an Amplify science unit and then at the end of a unit. The critical juncture assessments provide data to teachers about how students are adding to their knowledge base throughout a unit. These are formative assessments and measure both growth and mastery. The unit assessments are summative assessments and assess student mastery of the unit's content. The KIPP Foundation, the national organization for KIPP, creates all of these assessments. The KIPP Nashville Academic Team reviews them to ensure alignment to TN standards. Teachers and coaches follow a similar data analysis process as ELA and math teachers.

In social studies, students take standards-aligned formative assessments through the course of a unit, followed by summative end of unit assessments. The KIPP Nashville Academic Team creates these assessments based on test items released by the state. Teachers and coaches follow a similar data analysis process as ELA and math teachers.

For all assessments, KIPP Nashville sets two targets: 60% of students should score a 60% or above on each assessment, and 90% should score a 40% or above on each assessment. The 60% benchmark correlates to an on-track performance on TNReady, and the 40% benchmark correlates to an approaching score. These correlations are reviewed yearly, and revisions to assessments made as needed. The current science and social studies assessments are not yet correlated to TNReady, given the changes in standards and the state assessment.

Informal assessment data supplements the formal assessments administered throughout the year in each grade level to provide another means of measuring academic growth. Each instructional staff member will be held accountable for administering informal formative assessments and using the data from those assessments to inform instruction. Teachers will use daily exit tickets, technology-based assessment tools, and reliable checks for understanding into lesson planning and execution. Through lesson plan review, data analysis, and classroom observations, all instructional staff are supported in effectively using these informal assessment means to drive effective instruction and maintain a reliable understanding of academic progress and the support needed to meet and exceed student goals.

## **Sub-Group Learning Needs**

### ***Response to Intervention***

As stated previously, KIPP Nashville uses the NWEA MAP Assessment as a universal screener in the Fall. Students then take a complete AIMSweb skill screener. The RTI team uses this information to determine the appropriate intervention placements for students. Throughout the year, the school continues to use AIMSweb's skills based reading and math assessments every two weeks following the RTI<sup>2</sup> model to monitor student progress. These progress monitoring assessments allow the RTI team and general education teachers to determine if a student is progressing at the anticipated rate, or if they need an additional intervention. Finally, all students take the MAP assessment again in December/January and at the end of the year. Students all take the complete AIMSweb benchmark two more times in December and again at the end of the year to determine intervention placements for the following year.

### ***English Language Screening and Assessment***

At the beginning of the school year, KIPP Nashville sends home the Home Language Survey (HLS) to determine which students are a potential EL and are eligible for the WIDA screener. While many of the students entering the middle school will have already been screened at their previous school, collecting a new HLS prevents KIPP Nashville from overlooking any potential EL student. If it is determined a student ILP needs to complete a WIDA Screener, KIPP Nashville refers the family to MNPS Office of English Learners to complete the WIDA screener. KIPP Nashville currently uses this service for all schools, including its existing schools in Antioch. This screening and parent notification is completed within 30 days of a student enrolling at KIPP Nashville. KIPP Nashville works with the Tennessee Language Center to provide translation services for all parent notifications.

All active students receiving EL services also take the WIDA ACCESS assessment during the spring accountability window. This assessment is administered by an ESL-certified teacher. The school follows all test security protocols with the ACCESS assessment.

KSNCP-MS uses the data from the screener and ACCESS assessments for three purposes. First, a team that could include an ESL-certified teacher, general educator(s), parent, student, administrator, and SPED teacher if needed, use the data to develop the ILP for each EL student at the beginning of the school year. Second, the Dean of Student Support Services and Principal use the data to evaluate the quality of program design and implementation. Finally, the school will use the data to help refine the service delivery model by informing grouping decisions and class assignments.

Throughout the school year, an ESL-certified teacher, in collaboration with general educators, will review and update the ILP every 4.5 weeks. The team will use data related to the WIDA standards of listening, speaking, reading, and writing. The team will use the following assessments as they track student progress and growth:

- Reading interim assessments
- Writing interim assessments
- Grammar writing assessments
- Reading checkpoints
- Running records
- Evidence from classroom discussions, in small group and classroom

The Dean of Student Support Services will ensure that all assessment accommodations are implemented during the school year. For state accountability assessments, the Dean of Student Support Services will work with the DOO on scheduling to meet all assessment accommodations.

### ***Progress Monitoring: Sub-Group Data***

KIPP Nashville schools use Illuminate, an assessment platform, to analyze assessment data. This platform creates various visualizations of the data so school teams can see how different sub-groups (e.g. EL, students with disabilities, race, gender) performed on each assessment. School teams can then compare how each sub-group performed in comparison to the overall cohort and use that data to inform future instruction and intervention.

## **Data Structures & Testing Coordination**

### ***Data & Testing Responsibilities***

The KIPP Nashville regional team includes a three-person data support team. This three-person team ensures quality at every stage of the data collection to analysis process. At the beginning of the school, the Academic Team creates an assessment calendar with all common assessments. The team enters common assessments into an assessment platform, Illuminate. Each question is coded to a standard. After students take the assessments, school-based Assistant Principals hold teachers accountable to entering the data into the system. Once the data is entered, teachers and coaches can view the data in various visualizations. The system allows the teacher to view data by response frequency, by sub-groups (e.g., EL, students with IEPs, race, gender), and by individual student. The data team compiles the data across schools and places it into a dashboard, which allows every member of the organization to view data comparisons across homerooms and schools. The regional Academic Team reviews the data weekly in an academic progress team meeting and uses the data to make decisions about school based supports. This data process is followed with every common KIPP Nashville assessment.

For formal state testing, the Director of Operations (DOO) will be the testing coordinator for the school. The DOO will ensure full compliance with all testing procedures. The DOO will manage the testing process, delegating key tasks to the Principal, Assistant Principals, and other operations staff as appropriate. The DOO will also attend all required training for MNPS testing coordinators.

### ***Data Analysis***

Weekly, teachers will participate in one-on-one meetings with the grade-level Assistant Principal to review their weekly assessment data and appropriately adjust upcoming instruction in response to students' needs. Data Days (which are supported by early release of students) will immediately follow the end of the quarter. During Data Days, there will be a public review of key student achievement data, including interim assessment and end of unit results. Data Days place an emphasis on both student growth and achievement between assessments. By the end of the Data Day, each teacher will have created a data-

driven plan that documents the analysis of the data and their action plan responding to the data. This focus on results will ensure that teachers and students are accountable for student achievement and provides a wealth of reliable, easily obtained information to drive the outcomes the school has set as goals for its students.

School leadership teams, which include the Principal, Assistant Principals, the Dean of Students, and the Director of Operation, will meet weekly for an Academic Progress Meeting (APM). During this meeting, school leadership will take a deep dive in that week's most important student achievement data point. Frequently, this meeting will include looking at student work from an assessment. This structure will help the school leadership team to hold teachers accountable to the action steps coming out of Data Day. The Principal will also send out weekly assessment data in weekly notes, so that everyone in the school community knows how well students are tracking toward end-of-year goals.

At the end of each year, the Principal and Head of Schools will analyze student performance data from MAP and TNReady. The school will annually measure percentages of proficiency in the student body, as well as individual student growth. Disaggregated data for subgroups will be instrumental in helping the Principal, with the guidance of the KIPP Nashville Head of Schools, develop school-wide protocols and professional development to support goal attainment for all students.

### ***Teacher Evaluations***

KIPP Nashville schools follow the Tennessee Department of Education's guidelines for incorporating assessment data into teacher evaluations, including both student growth and achievement data. During mid-year evaluations, internal assessments will be used to gauge if a teacher is on-track to hit their TNReady and TVAAS goals; final evaluations will be based on a teacher's TNReady scores as well as their growth achievement measures in TNCompass (percentages individualized based on a teacher's numbers of years teaching in Tennessee).

### ***Data Training & Support***

All instructional staff will participate in ongoing professional development to evaluate and leverage assessment data in their instructional planning and to inform their own professional growth goals. This training begins in the summer when teachers learn how to use Illuminate, the assessment platform and its reporting tools, and when they become familiar with the assessment structure. Data Days built into the annual calendar will provide dedicated pupil-free time for teachers and their coaches to dig into the data and to plan how to best meet the needs of students and meet and exceed goals. Principals and the regional Academic Team will provide coaching on using data to Assistant Principals if it is part of their development area.

## 1.8 School Calendar and Schedule

### In this section:

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

### Characteristics of a strong response:

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

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

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

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

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

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

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

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

See below for a sample daily schedule:

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

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

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

- Basketball
- Soccer

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

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



## 1.9 Special Populations

In this section:

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

Characteristics of a strong response:

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

## **Support for Special Populations**

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

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

## **Parental Notification and Rights**

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

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

## **Special Education Services**

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

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

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

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

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

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

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

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

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

### **Identifying Students with Disabilities**

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

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

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

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

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

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

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

### **English Language Learners**

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

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

- ESL-certified teacher
- General education teacher(s)
- Caregivers
- Student
- SpEd or Counseling service providers, if applicable
- Administrator

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

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

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

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

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

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

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

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

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

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

### **Response to Intervention**

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

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

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

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

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

not meet the goals in the Tier 3 intervention plan, he/she is referred for a comprehensive, psychoeducational evaluation. KIPP Nashville has school based leaders trained in conducting Functional Behavior Assessments (FBAs) and developing Behavior Intervention Plans (BIPs). KIPP Nashville also partners with the Diverse Learner's Cooperative to conduct FBAs and/or create BIPs in situations when a school team needs additional support with gathering data and/or crafting an appropriate plan.

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

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

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

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

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

### ***Math***

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

### ***Teacher Training***

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

### ***Progress Monitoring***

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

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

### ***Fidelity Monitoring***

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

### ***ESL Delivery Model***

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

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

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



addition to Wilson Just Words, Rewards, and LLI, KIPP Nashville has recently begun piloting Lexia English to support ELL students with significantly limited English proficiency. KIPP has also started piloting Finish Line for ELLs 2.0. This program provides targeted progress monitoring of domain specific language acquisition (reading, writing, speaking, and listening).

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

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

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

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

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

## **Students with Disabilities**

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

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

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

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

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

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

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

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

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

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

### ***Gifted Students***

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

measured by assessments of abstract reasoning and logical thinking will become eligible to participate in additional learning opportunities. Additional learning opportunities during enrichment block include, but are not limited to:

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

## 1.10 School Culture and Discipline

### In this section:

- (a) Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families.
- (b) Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.
- (c) Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- (d) Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.
- (e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).
- (f) If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:
  - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
  - A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;
  - An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;
  - The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and
  - How students and parents will be informed of the school's discipline policy.

### Characteristics of a strong response:

- The applicant outlines a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support.
- The applicant provides a coherent plan for creating and sustaining the intended culture for all students, teachers, administrators, and parents, and for integrating new students and families as they arrive.
- The Student Handbook (Attachment B) includes relevant, comprehensive, and legally sound policies.
- The student discipline policy (Attachment C) provides effective and legally sound procedures to support a safe, orderly school climate and strong school culture while respecting student rights.

KIPP Nashville's Student and Family Handbook is included in Attachment B.

### **Culture of Growth and Excellence**

KSNCP-MS will create a college-focused culture in which students embrace the idea that college is important and, in order to effectively prepare for this goal, they will internalize that effort will drive their growth and achievement. The school will be a safe, joyous place for learning and will be characterized by academic excellence. Faculty and staff will work relentlessly to support their students' success. KSNCP-MS families will support the school by being engaged in the school community and by actively participating in their student's education through frequent communication with the school about their student's behavioral performance. Clear expectations about student conduct will ensure students and families meet the high expectations the school sets.

In order to ensure that a strong school culture will be established and that distractions are kept at a minimum, expectations will be clear and issues addressed immediately with clear consequences. Student behavior and adherence to school-wide systems will be taught and continuously modeled by teachers and administrative staff.

Students who meet behavioral expectations will be consistently and publicly rewarded with special privileges, leadership opportunities and other measures of positive behavior support, which are primarily tracked through the paycheck system. The culture of scholarship is primarily guided by two artifacts: the credo and the school's core values.

### **KIPP Nashville Credo**

- If there is a problem, we look for a solution.
- If there is a better way, we find it.
- If a teammate needs help, we give.
- If we need help, we ask.

The KIPP Nashville credo will not only be posted visibly throughout the school and revisited frequently throughout the year, but will be modeled by staff and addressed in situations where it is appropriate to review. Students and staff will be expected to live by the credo while at KSNCP-MS, and it is expected that authentic internalization of this credo will support students in meeting their goals.

### **School Values**

KSNCP-MS will be built around four core values: Excellence, Courage, Growth, and Team. These values will guide actions and decisions by grounding students and staff in a common set of beliefs and principles:

- **Excellence:** We believe in high expectations and hold ourselves accountable to being our best selves.
- **Courage:** We name our fears, take risks, and ask for help in order to overcome our challenges.
- **Growth:** We get better every day by remaining optimistic, working hard, and focusing on our goals.
- **Team:** We support and challenge each other to grow and achieve.

School values will be integrated into the discipline system through various celebrations and recognitions of students throughout the year.

### **Commitment to Excellence**

Education is a three-legged stool held up by the commitments of families, schools, and students. When KIPPsters and their families sign the Commitment to Excellence form, they establish the three legs of the stool. Families commit to reading with their child, making sure they complete their homework, getting their child to school on time every day, and advocating for the needs of their child. KIPPsters commit to learning and working hard to gain skills and knowledge. They are not passive in their learning, but active participants invested in their education and intrinsically motivated to achieve. Finally, teachers commit to preparing engaging and challenging lessons every day, coming to school on time, and giving precise feedback to students so they can grow as much as possible. When each part of school is doing its part, KIPPster growth and success is possible.

Once the commitment to excellence form is signed by the family, school, and student, the school continues to strengthen this commitment through various structures:

- **Home Visits:** All new students receive a home visit from a staff member. This is an opportunity to build relationships, solidify expectations, and open up lines of communication between the school and a family. Principals are responsible for training teachers on how to conduct home visits. (During COVID, families have a one-on-one Zoom visit with a staff member.)

- **Positive Parent Phone Calls:** Every KIPPster will receive at least two positive parent phone calls during a quarter from their teachers. These parent phone calls celebrate the growth of students and fuel future positive interactions between the student and teacher.
- **Weekly Paychecks and Academic Progress Reports:** Parents receive a behavioral and academic report weekly. These communications demonstrate the follow-through promised during the commitment to excellence meeting.

### **Creating an Inclusive Culture**

KSNCP-MS will serve a diverse group of learners including, English Language Learners, students with disabilities, and at-risk students. It is essential that KSNCP-MS has an inclusive culture, which embraces this diversity. KIPP Nashville has purposefully selected an inclusion special education model, so that students with disabilities are part of classrooms and not separated from their peers. Teachers will also thoroughly know the IEPs of their students so that they can appropriately provide modifications and accommodations. The Dean of Student Support Services will provide development for general and special education teachers on how to create an inclusive environment where student diversity is an asset to learning.

KSNCP-MS will also celebrate the cultural heritage of its students. The school will celebrate the backgrounds of its students through all school events and create opportunities for students to learn about each other's cultural heritage. These celebrations include Hispanic Heritage Month celebrations and choir concerts featuring music from other countries.

### **New Student Orientation**

Each new KSNCP-MS student will participate in an orientation before the new school year begins. During the orientation period, students will spend time learning school-wide systems and procedures that the school will use to bring structure and order to the students' academic life. This orientation ensures that every student is not only well versed in the expectations and culture of the school when school starts, but builds a cohesive, "team and family" environment wherein students will succeed. During orientation, students will practice transitions and other protocols meant to maximize instructional time, learn how to get help when it's needed, and begin to participate in the paycheck system. Students will also be asked to sign a Commitment to College Completion at this orientation where the commitment, the meaning of it, and its significance to the scholarly community are discussed at length. Students will be expected to be able to explain the school values and the commitment, as well as why such things are important to their educational success to ensure every student clearly understands the school's expectations and the rationale.

### **Uniforms**

To maintain an academically-centered culture, minimize distractions, and encourage a feeling of unity, KSNCP-MS students will wear uniforms consisting of KSNCP-MS shirts, a belt, pants and shoes of a color and style to be determined by the Principal as aligned with the school's scholarly environment. Positive behavioral support may be facilitated through dress codes and uniform privileges. For example, students who have attained a particular distinction for model behavior may wear a particular color to stand apart; honor students may wear a particular style of shirt or tie.

### **Staff Support of Culture**

At KSNCP-MS, staff will create a culture of high expectations where all students will learn to behave as scholars who work together as a team. From appropriate posture and framing of a question in class to spontaneously demonstrating school values when opportunities arise, students will consistently be supported in behaving as scholars who demonstrate the school's core values through clear expectations and written and verbal feedback that explicitly addresses desirable and undesirable behaviors.

Staff will learn about this culture as part of the summer professional development. Every staff member will learn about the behavioral norms and expectations throughout the school. All staff will be trained in the same expectations for students and given tools, such as the LiveSchool software, to monitor those expectations, students will move seamlessly throughout the building with the same norms for behavior and attitude. Further, staff will be expected to maintain the culture as part of their evaluation and

coaching. Teachers who need more support with implementing consistent expectations may receive individualized coaching and/or PD on improving classroom management skills or building student relationships. Classroom observations and even lesson plans will be reviewed regularly to ensure all teachers are effectively and consistently implementing the same norms and expectations of student behavior.

### **The First Six Weeks**

The first six weeks of school present an essential opportunity to set expectations with students and families, teach routines and procedures for a productive year, and rapidly develop teachers' classroom management skills. During these first six weeks, teachers will relentlessly teach routines and procedures, give students affirming and adjusting feedback, and provide them with many opportunities to practice. The expectations for student behavior will be set at the same level across all classrooms, and there will not be any variance in what it means to meet an expectation. Leadership team members will actively coach teachers and jump in to coaching teachers in real time as necessary. Leadership team members will track and report out goals for these six weeks. Teachers will have individual coaching plans to ensure they are building a classroom with high expectations.

### **Relationship Building**

KIPPsters do their best when they know adults care about them. KSNCP-MS teachers will build relationships with their students and show that they are reliable and supportive adults in their lives. Teachers will use formal, scheduled times of the day like homeroom to learn about their students and build trust. They will also use micro moments every day in which they can build relationships with their students.

Building relationships also means avoiding things that are destructive to the relationship. At KSNCP-MS, staff will refrain from raising a voice in anger, using sarcasm with students, and publicly shaming students. When a relationship between a teacher and student (or between any parties of the three-legged stool) is hurt and in disrepair, staff will work to re-establish those relationships in a proactive way.

There are three key levers for building relationships between teachers and students:

1. **Homerooms:** Every day will start and end in homeroom. Routines will take place during this time to help students start strong every day. Teachers will use homeroom time to get to know students and build intentional relationships with them. Teachers will be provided training on homeroom during summer professional development.
2. **Advisories:** One time a month during Team Time, staff will split into advisory groups and teach a character lesson. Each staff member will have a small group of students for the year. The school counselor will create character lessons and ensure the team is prepared to execute the lesson to the advisory group. Advisory groups are a great way to build strong relationships with a small number of students. Staff will be provided training on this structure during a summer professional development and through ongoing feedback as the year progresses.
3. **Restorative Conversations:** KSNCP-MS believes that every KIPPster can learn and grow from poor choices made. Staff will be intentional about planning for and executing restorative conversations when relationships are broken. Staff will check in with students after a significant deduction was earned.

### **Incentive Systems**

KSNCP-MS wants students to be intrinsically motivated to achieve their academic and behavior goals. At the same time, students are all at various levels of developing that motivation. Incentives are rewards for students when they have met expectations consistently. These incentives positively reinforce the behaviors KIPP wants students to demonstrate. KSNCP-MS offers a range of incentives including public recognition and celebration, school store, free dress days, and field lessons, to name a few. Below are examples of possible incentives.

**Weekly Incentives**

Incentive	Description
<b>Values-Aligned Incentive</b>	The grade team plans out a values-aligned weekly incentive calendar to support the positive habits KIPP wants students to demonstrate, whether a habit or behavior. For example, the team may focus on homework completion. By Friday, all KIPPsters who have perfect homework (excellence) receive popsicles.
<b>School Store</b>	Staff will provide input on the School Store menu during the summer. Every week when students return their paychecks signed (by Tuesday the latest), that money gets deposited into their account. Homeroom teaches deposit the checks for their students. Students have access to that account to purchase items from the store. Some students may choose to purchase small items every week, where some may choose to save up for the big item!
<b>Entry to Team Time</b>	<p>Three out of the four Team Times a month are earned.</p> <ul style="list-style-type: none"> <li>• KIPPsters must have \$40 or higher on their paycheck to attend.</li> <li>• First of Month – Clubs - earned</li> <li>• Second of Month – Advisory – all attend</li> <li>• Third of Month – Clubs - earned</li> <li>• Fourth of Month – Community Meeting – earned</li> </ul>
<b>Mascot Wars</b>	<p>Every week, homerooms compete against one another to earn “logos” for their team. Data is cut for the following metrics weekly:</p> <ol style="list-style-type: none"> <li>1. % of students present and on time</li> <li>2. % of students with perfect homework</li> <li>3. Most words read</li> <li>4. Paycheck average</li> <li>5. Most bonus dollars</li> </ol> <p>We’ll change the name “mascot” to our actual mascot when it’s been decided.</p>
<b>Homeroom Awards – Excellence and Growth</b>	<p>Every week, each homeroom gives out two awards:</p> <ol style="list-style-type: none"> <li>1. KIPPster with the highest paycheck total (excellence)</li> <li>2. KIPPster with the highest paycheck growth (growth)</li> </ol> <p>These awards are handed out on Fridays at the end of homeroom.</p>

**Monthly Incentives**

Incentive	Description
<b>Mascot Wars</b>	Every month the homeroom with the highest paycheck average for that month is awarded the spirit stick at the Team Time assembly. They also receive a free dress day.



<b>KIPPster of the Month</b>	Every month teachers vote on a KIPPster of the month who has lived all the school values.
<b>KIPPster Values Awards</b>	Every month KIPPsters vote for a student that lived the values that month. Four students are chosen – one for each value.

### **Quarterly Incentives**

<b>Incentive</b>	<b>Description</b>
<b>Honor Roll</b>	KIPPsters are awarded Honor Roll status at the end of each quarter for a 3.0 GPA or higher. A student having a 4.0 GPA will be on the Principal's List.
<b>Perfect Attendance</b>	KIPPsters are awarded perfect attendance status at the end of a quarter for being present and on time 100% of the days that quarter.

### **Rituals and Traditions**

Great schools have rituals and traditions that help to define and celebrate the culture of the school. These are the annual events to which families, students, and teachers look forward to. KSNCP-MS believes that rituals and traditions build connections across the school community and are an essential part of defining school culture. KSNCP-MS will also participate in a handful of the events with KSNCP-ES. The school's rituals and traditions are meant to be joyous events and sustain a tradition of excellence at the school. (Some of these events were paused or adjusted during COVID in the interest of community safety.)

Some of these events will include:

- **Grandparents and Special Friends Day:** Grandparents or a Special Friend joins their KIPPster for lunch. This is an event in partnership with the elementary school. (Paused during COVID.)
- **Hispanic Heritage Celebration:** The school will host a school wide event celebrating Hispanic Heritage. This event will be planned in coordination with the Parent Involvement Committee.
- **Book Character Day (October 31):** Students dress as their favorite book character. KSNCP-ES students will lead a character parade with the middle school students cheering for them.
- **Winter Music Performance:** The winter music performance celebrates the hard work of students in music class through a choral performance. (Performances were recorded and sent to families during COVID.)
- **Black History Month Celebration:** The school will host a school wide event celebrating Black History. This event will be planned in coordination with the Parent Involvement Committee.
- **High School Graduate Celebration:** High School seniors from KIPP Nashville Collegiate High School will visit KSNCP-MS in May prior to graduation to walk the halls in their caps and gowns. The purpose of this experience is for middle school students to picture themselves making that same walk when they graduate from high school.

## **Safe and Orderly Environment**

KIPP Nashville schools are unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, students cannot meet and exceed the rigorous expectations of KSNCP-MS; therefore, a firm and consistent discipline policy is necessary. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of the KIPP Nashville student code of conduct.

## **School-Related Disciplinary Overview**

The KIPP Nashville discipline system is designed to focus students on the school's mission by ensuring that class and school environments are safe and orderly. This system includes the following tiered consequences that reinforce values and support the KIPP Nashville mission:

- Paycheck bonuses and deductions;
- Detentions;
- Suspensions;
- Expulsion

### ***Paychecks***

One way to remind students of the mission of the school and to help them achieve their goals is through the paycheck system. Teachers give bonuses for focusing on learning and behaving in a way that will bring success. Teachers give deductions to help students regain focus on learning when they are distracted from it. This system reinforces the value of excellence and growth. To establish a respectful and focused school environment, infractions are weighted differently, with some infractions earning multiple deductions, while other infractions earn single deductions.

The current plan is for each teacher to use LiveSchool software to maintain students' paychecks. Through this system, teachers can add and subtract dollars, insert notes about a student's performance or behavior, communicate with other staff in real time about the student's behavior, access student records and parent contact information, send emails and texts about student behavior to parents and/or other staff, and see other staff member's comments and actions from throughout the day, week and year. This platform creates a seamless, consistent approach to discipline wherein teachers have access to the information they need to make decisions for students that will best facilitate their success. As students enter the room for class and attendance is taken while students complete their do-now, teachers can survey the class's behavior data from throughout the day to be prepared to act accordingly. Likewise, other teachers and school leadership can check in on the behavior in a class without walking into the room, enabling staff to provide the supports needed to facilitate behavioral success for all students. System data will be downloaded weekly as part of the weekly progress report that is sent home and signed by parents.

The software also allows the school to monitor data trends around individual student behavior. This data informs child study teams to create appropriate behavioral interventions. When the school identifies that a student needs more support, the school conducts a Functional Behavioral Assessment (FBA) in order to create a Behavior Improvement Plan (BIP). Currently, KIPP Nashville contracts with the Diverse Learners Cooperative to provide Board Certified Behavior Analysts (BCBAs) to conduct the assessment, create BIPs, and support the school with implementation. KIPP Nashville will regularly review this plan and adjust it accordingly as new technologies or systems innovations are developed.

If a student commits an infraction, the student shall receive a paycheck deduction. Given the type of deduction and number of deductions throughout the day, a student may receive a lunch detention, an after-school detention, and in some cases, a suspension. If a student earns a detention, the teacher who gave the deduction communicates the consequence to the parent or guardian. The Dean of Students schedules the detention. Furthermore, a meeting between the student, their parent or guardian, and the

student's homeroom teacher, Assistant Principal, and/or Principal may be required in order to address the student's behavior and plan for improvement.

### ***Out-of-School Suspension***

If a student commits one of the infractions listed below, the student shall receive an in- or out-of-school suspension. These infractions include:

- Gross disrespect of a fellow student;
- Gross disrespect of faculty or staff;
- Continued disruption of class;
- Social media bullying or fighting that impacts school culture;
- Bullying;
- Gross disrespect of school property;
- Using or possessing over-the-counter medication inappropriately;
- Damaging, destroying, or stealing personal or school property or attempting to do so;
- Committing sexual, racial, or any form of harassment or intimidation;
- Cutting school or class;
- Using abusive, vulgar, or profane language or treatment;
- Making verbal or physical threats, empty or otherwise;
- Fighting, play fighting, pushing, shoving, or unwanted physical contact;
- Setting off false alarms or calling in threats;
- Gambling;
- Departing, without permission, from class, floor, building, or school-sponsored activity;
- Unauthorized use of the building elevator;
- Forgery of any sort, including parental signatures;
- Cheating or plagiarism, or copying of anyone else's work, or;
- Repeated and fundamental disregard of school policies and procedures.

In addition to the above list, any student earning excessive or repeated after-school detentions (three or more in a week or four in two weeks) may be suspended.

Before the student returns to school, the student, their parent or guardian, and the student's homeroom teacher, Assistant Principal, and/or Principal will meet in order to address the student's behavior and plan for improvement, which may include a safety plan depending on the student's behavior.

### ***Expulsion***

The Principal may, in some cases, issue the consequence of expulsion, or an out-of-school suspension lasting longer than ten days and up to a year. When a student commits a suspendable infraction that, either because of repetition or severity, significantly disrupts the school's safety or learning environment, the Principal may expel the student. The length of expulsion will be determined by the Principal except for infractions deemed "Zero Tolerance Offenses" by the state, which include:

1. Bringing to school or being in unauthorized possession on school property of a firearm;
2. Commission of aggravated assault upon any teacher, Principal, administrator, any other employee of an LEA, or school resource officer; or,
3. Unlawfully possessing any drug including any controlled substance, controlled substance analogue, or legend drug.

The Principal has the authority to suspend or expel a student who has been convicted of a felony if the Principal determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

If the Principal recommends a student for expulsion, the school will notify the student's parent(s) or guardian(s) of the expulsion recommendation in writing. The parent(s) may accept the Principal's

recommendation by taking no action, or may request an expulsion hearing by submitting a written request to the Principal within three days of receiving the expulsion letter.

If the parent requests an expulsion hearing, KIPP Nashville will schedule a hearing with a disciplinary committee comprised of no fewer than three KIPP Nashville Principals, Assistant Principals, and/or other school or regional administrators. While awaiting this expulsion hearing, the student shall be suspended from KIPP Nashville. At the expulsion hearing, the student may have representation, along with the opportunity to present evidence and witnesses before the hearing committee.

If the disciplinary committee upholds the expulsion recommendation, the student's parent(s) must contact MNPS Student Services and speak with the disciplinary coordinator who will then determine the student's appropriate placement.

When a student is expelled under the provisions of this section, MNPS shall determine whether, and in what school setting, to provide educational services to said student. Once the student has been expelled by KIPP Nashville, the district's discipline coordinator may request the expulsion letter from the Principal.

In addition to any of the preceding infractions, any breaches of Federal law, Tennessee State law, or laws of Metropolitan Nashville and Davidson County, may be handled in cooperation with the Nashville Police Department and may result in dismissal and/or expulsion.

### **Students with Disabilities**

Nothing in the KSNCP-MS Code of Conduct, or in the school's Student Commitment to College Completion will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act.

Any student with disabilities or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Principal or Board of Directors to have violated any rules, regulations or laws as alleged, shall be referred to an Individual Educational Plan (IEP) committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of their disability and whether such conduct warrants a change in placement, amendments to the IEP, and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, the Principal shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

KIPP Nashville is committed to ensuring that suspension practices do not lead to disproportionate suspensions of students based on race, ethnicity, or children with disabilities. The Dean of Student Support Services and the Dean of Students are responsible for monitoring behavior and suspension data. Behavior data includes classroom paycheck deductions and student resets. They will analyze this behavior and suspension data broken down by subgroups (race, gender, students with disabilities, students receiving EL services) monthly, and if needed increase monitoring meetings to biweekly. There are a number of potential outcomes resulting from these meetings:

- Classroom observations to investigate use of behavior systems
- Feedback to Grade Level Chairs regarding use of the behavior systems
- Teacher PD related to implementation of behavior systems and supports

- Referral to an RTI-B team

## 1.11 Recruitment and Enrollment

In this section:

- (a) Provide as Attachment D the proposed school's Enrollment Policy, which should include the following:
  - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
  - Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
  - Any proposed articulation agreements, pursuant to T.C.A. § 49-13-113;
  - Identification of any pre-admission activities for students or parents; and
  - Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- (b) Describe how parents and other members of the community will be informed about the proposed school. How are you assessing the demand for your school?
- (c) Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline. What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.
- (d) Describe how students will be given an equal opportunity to attend the proposed school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- (e) Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment? Note: for sponsors of existing schools, please identify how this will differ from current enrollment strategies.

Characteristics of a strong response:

- The applicant's enrollment policy (Attachment D) complies with state law and district policies.
- The applicant outlines a compelling community outreach plan that is likely to foster demand and community support.
- Applicant's student recruitment and marketing plan, timeline, and enrollment policy will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Learners.

The KIPP Nashville enrollment policy and enrollment packet are included as Attachment D. The enrollment policy prohibits discrimination on the basis of race, color, religion, national origin, handicap/disability, sexual orientation, ancestry, need for special education services, or sex, including gender identity, gender expression, and appearance. KIPP Nashville's admissions practices will comply with federal, state, and local laws and policies.

In partnership with Metro Nashville Public Schools, KSNCP-MS will follow the School Options Office's calendar and guidelines for student outreach and enrollment. To inform parents of this educational option, KSNCP-MS will widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, KSNCP-MS will post notices in places such as neighborhood bulletin boards and local libraries, as well as extensive digital marketing via social media. KSNCP-MS will also arrange informational meetings through community leaders at community centers, churches, preschool programs and housing developments, in addition to having a website with enrollment information. KSNCP-MS will clearly define the school, its mission, and its programs, but it is ultimately up to the parents to decide whether this school will be the best choice for their child(ren).

To ensure the students recruited represent the diversity of the target neighborhood, with a particular focus on low-income families, students with disabilities, harder to reach families, academically low-achieving families, and academically low-achieving students, KIPP Nashville will partner with the KIPP Antioch College Prep Middle School (KACPM) Parent Involvement Committee (PIC) to develop and implement a comprehensive student outreach plan. The leadership of the PIC ensures the outreach plan will be implemented at a grassroots level, with parents connecting and communicating with prospective parents in their communities. Moreover, organizations that serve low-income families and/or students from at-risk backgrounds will be included in the advertising of the school. Where possible, representatives from agencies that serve families from these communities will be given information about the school and its enrollment procedures to disseminate amongst the families served.

KSNCP-MS will implement a systematic, methodical, documented outreach process. Although outreach efforts will be focused primarily in the Southeast Nashville metropolitan area, the school will accept applications from across the district, as required by the Tennessee Charter School Law and Metro Nashville Public Schools. KSNCP-MS will use a combination of local print, social media, as well as grassroots publicity to promote the school. The Board of Directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. The following outlines the steps to the recruitment process that will be undertaken by KIPP Nashville on behalf of KSNCP-MS (and by KSNCP-MS leadership and the PIC once the school is operational):

- KIPP Nashville website features enrollment information for the new school and KIPP Nashville representatives are available by phone and email to answer questions and provide enrollment information for KSNCP-MS (immediately upon charter approval);
- KIPP Nashville sends out mailer promoting the school and with a clear enrollment process in all target communities of Southeast Nashville (November);
- Ads run on social media, local newspapers, and on radio stations about the new school and the enrollment process (October-July);
- KIPP Nashville representatives canvass and table in Southeast Nashville neighborhoods to inform families and community members about KSNCP-MS (July-July);
- Mail acceptance letters and wait list letters to prospective students and all applicants; (March)
- Enrollment On-boarding Meeting for all incoming 5th graders (March);
- Mail newsletter to all waitlisted students (March);
- Mail letter from current KIPPster to all incoming 5th graders (April);
- Personal phone call from KIPP staff member to all waitlisted students (April);
- Mail packet to all new KIPPsters with calendar, uniform, school supplies, and other info (June), and;
- Students on the waitlist are contacted immediately as spaces become available (throughout the summer and school year).

The Board of Directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. This recruitment and enrollment process will also be followed once the school is fully operational.

We will assess demand through the evaluation of our waitlist from existing schools in the same area that we intend to open. In February, 2020 the two existing KIPP Nashville schools in Southeast Nashville, KIPP Antioch College Prep Elementary School and Middle School, received over 900 student applications for a mere 250 open seats for the 2020-21 school year. The majority of these families live in Antioch, in either what MNPS calls the Antioch or Cane Ridge clusters. Because parent demand for KIPP Nashville seats in this community is nearly four times the number of existing open KIPP Nashville seats in Antioch, we feel confident that KIPP Nashville can open both a second elementary and middle school in the community.

### ***Community Engagement***

KSNCP-MS will adopt the same approaches to community involvement that have been successful at other KIPP Nashville schools. Enrollment at current KIPP Nashville schools is not only reflective of the demographics of the communities they serve; it shows that some of the harder to reach and least successful students are enrolling in KIPP schools. This suggests that the strategies currently employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement efforts may include the following:

- Robust non-academic support staffing to ensure frequent access to resources and support for families, which includes but is not limited to a school counselor and KIPP Forward (formerly KIPP Through College) liaison.
- Frequent teacher-parent communication through bi-weekly progress reports (which include academic and behavioral data), quarterly report cards, conferencing available throughout the year at a variety of times and days, cell numbers for all staff members provided to all parents, the Parent Involvement Committee (which includes meetings, workshops, and social gatherings), regular KIPP parent activities to encourage informal communication (which includes family-style meals, Zumba, and other activities according to parent interest), and other annual events like orientations and seasonal performances.
- Leadership of the Parent Involvement Committee (PIC) in outreach to prospective families.
- School-led outreach to community agencies, businesses, and non-profit partners.

The partners needed to accomplish the mission of KSNCP-MS include community organizations and churches in Southeast Nashville. The Executive Director has cultivated strong relationships with neighborhood organizations in Southeast Nashville and has successfully leveraged these relationships on behalf of the students and their families. Through these relationships, KIPP Nashville has cultivated support for the existing KIPP Antioch College Prep schools and established a foundation of support for KSNCP-MS. As the organization deepens its impact in Southeast Nashville with KSNCP-MS, the Executive Director and other school support center staff will work with the Principal to cultivate relationships with church, business and community leaders in the communities to be served.

See Attachment E for letters from community members who support the addition of new KIPP Nashville schools in Southeast Nashville.



## 1.12 Parent and Community Engagement and Support

### In this section:

- (a) What feedback regarding the startup of the proposed school has been provided by the community, and how has this feedback been incorporated into this application?
- (b) Describe how you will engage parents and community members from the time that the proposed
- (c) school is approved by this authorizer through the school's opening.
- (d) Provide, as Attachment E, any of the following: letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and/or reflects the community's needs and interests.
- (e) Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).
- (f) Describe how parents will be informed and educated on all school policies and any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- (g) If not already identified, describe any programs you will offer to parents and/or the community and how they may support the school mission and vision.

### Characteristics of a strong response:

- There is evidence that community feedback is incorporated in the application.
- There are 3 or more letters of support, MOUs, or contracts with community partners (Attachment E).
- The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school.
- The applicant has a well-defined plan for informing and educating parents on school policies.

In partnership with Metro Nashville Public Schools, KSNCP-MS will follow the school options calendar as outlined by the School Options Office for outreach events, timeline, and procedures. Supported by the regional Student Outreach and Enrollment team, KSNCP-MS will recruit students all year round for current and future available seats through a variety of ways. By utilizing social media marketing, outreach efforts, community partnerships, and relationships with current students/families, KSNCP-MS will actively work to recruit eligible students for every available seat.

### ***Parent Involvement***

KSNCP-MS will have a school site Parent Involvement Committee. The PIC will meet regularly throughout the school year. The meetings will address any ongoing business, update parents on what is going on at the school academically and culturally, and provide parents with training and guidance on how to support their students' efforts at home. The PIC will also offer more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. Zumba classes, KIPP Forward (formerly KIPP Through College) trainings, and health and wellness seminars are all part of the offerings for families the PIC provides. The PIC will also designate parent representative members to serve on the Title I planning team and submit formal recommendations for the parent involvement plan component of the Title I school-wide plan.

Frequent communication with parents, in the form of conferences, reports home and phone calls helps keep parents engaged. Parents at KSNCP-MS will be critical to the success of their students. Staff will receive professional development and coaching on developing and maintaining productive relationships with parents. School staff and the KIPP Forward (formerly KIPP Through College) coordinator will work together to provide parents with training and one-on-one support to develop their capacity to engender success in their students.

During the application process, parent feedback will be gathered through the Parent Involvement Committee and small group meetings. This will ensure that we are hearing from families about the factors that are most important to them in the education of their children. We have and will continue to solicit their feedback in hopes that we are working together with families to ensure the success of this school.

### ***Community Engagement***

KSNCP-MS will adopt the same approaches to community involvement that have been successful at other KIPP Nashville schools. Enrollment at current KIPP Nashville schools is not only reflective of the demographics of the communities they serve; it shows that some of the harder to reach students are enrolling in our schools. This suggests that the strategies currently employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement efforts may include the following:

- Community leaders presenting to and meeting with parents on various topics at Parent Involvement Committee meetings.
- School-led outreach to community agencies, businesses, and non-profit partners.
- Participation of community members, agencies, and businesses during student events throughout the year.

The partners needed to accomplish the mission of KSNCP-MS include community organizations and churches in Southeast Nashville. The Executive Director has cultivated strong relationships with neighborhood organizations in Southeast Nashville and has successfully leveraged these relationships on behalf of the students and their families. Through these relationships, KIPP Nashville has cultivated support for KACP schools and established a foundation of support for KSNCP-MS. As the organization deepens its impact in Southeast Nashville with KSNCP-MS, the Executive Director and other school support center staff will work with the Principal to cultivate relationships with church, business and community leaders in the communities to be served.

### ***Volunteerism***

Parents are strongly encouraged, but not required, to volunteer at the school as a way of getting involved in their student's education. Community members are also strongly encouraged to volunteer. Volunteerism at KSNCP-MS will be manifest in everything from after-school tutors who attend local universities to parents who assist with office tasks. KIPP Nashville has already formed a productive, positive relationship with a number of the local universities, and these relationships have yielded significant volunteerism from community members. It is anticipated that these relationships will be leveraged for greater volunteer involvement once KSNCP-MS is open. All volunteer opportunities with non-student related tasks are managed by the Director of Operations; Principal manages volunteerism that matches parents and community volunteers with students. Any volunteer who will work directly with students will complete a background check prior to their service.

## SECTION 2: OPERATIONS PLAN AND CAPACITY

### 2.1 Governance

- Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.
- Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.
- How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.
- Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111 (o) requires annual board training, as certified by the Tennessee Charter School Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.
- Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

Please include the following governance documents as Attachment F:

- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws
- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board member resumes or biographies
- F7. Board policies (including frequency of meetings, open meetings and open records)

Characteristics of a strong response:

- The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.
- The proposed board members offer a wide range of knowledge and skills needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community expertise.
- The applicant provides for initial and ongoing board training as required by law.
- There is a clear, fair, and transparent process for hearing and handling complaints.
- Governance documents (Attachments F1-F7) are complete and align with state laws and district policies.

The KIPP Nashville Board of Directors founded and successfully governs the seven KIPP schools currently in operation. As a charter board with eighteen years of experience in Nashville, the KIPP Nashville Board of Directors will continue to leverage its experience and collective network in its governance of KSNCP-MS. The members of the KIPP Nashville Board of Directors have demonstrated experience with both local and national business leadership, legal expertise, government leadership, and philanthropic organizations. Additionally, current Board members have acquired extensive experience in working as a team to manage the interests of KIPP Nashville and many participated in the founding of the

three KIPP Nashville schools currently in operation. This experience is invaluable as they work together to assist in the establishment of KSNCP-MS.

The KIPP Nashville Board of Directors is currently composed of fourteen members, including one KIPP Nashville parent.

Per T.C.A. § 49-13-111(o), the Board will receive an annual training, as certified by the Tennessee Charter Schools Association, and will provide documentation of the training to the chartering authority.

The KIPP Nashville Board of Directors, as the sole governing body of all current and future KIPP Nashville sites, will govern and advocate for the region of schools as a whole. The KNSST will manage each individual site within the region of schools, providing leadership, shared services support, and advocacy for each school as a part of their portfolio.

The KIPP Nashville Board of Directors will evaluate KIPP Nashville’s Executive Director in the management of Principals and school sites. Through a comprehensive annual evaluation, the Board assesses measurable outcomes and goals set forth annually (in alignment with KIPP Nashville’s strategic plan). The Board will provide the Executive Director with the support, resources and coaching necessary to lead the region of schools to success. The Executive Director’s primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP Nashville region. Each Principal will report to a Head of Schools, who evaluates each Principal on their success using similar measurable outcomes for their school site.

The Board’s Committee on Directors is tasked with ensuring The Board is composed of a diverse group of leaders with the educational, financial, management and operational skills needed to successfully govern the region of KIPP Nashville Schools. Every quarter the Committee on Directors reviews board member terms and proposes new board candidates as needed to ensure The Board remains stable and strong. In the event of dismissal or resignation from the Board or other vacancies on the Board, prospective Board members may be asked to join the Board and will be selected by a majority vote of the Board. All Board terms and policies are outlined in the bylaws, included as Attachment F.

***KIPP Nashville Board of Directors***

<b>Name</b>	<b>Current Job and Employer</b>	<b>Focus/Expertise</b>
Cynthia Arnholt	Community Leader and Volunteer	Fundraising Expertise and Leadership; Community Expertise
Chris Barbic	Partner; The City Fund	Educational Expertise / Organizational and Operational Leadership
Karl F. Dean	Community Leader; Former Mayor of Nashville	Legal and Community Expertise; Management / Organizational Leadership; Educational Expertise
Elizabeth Dennis	Community Leader and Volunteer	Fundraising Expertise and Leadership; Financial Leadership
Jim Flautt (chair)	CEO, Asia Pacific; Asurion	Management Expertise; Strategic Planning Expertise; Organizational and Operational Leadership and Expertise
Camiqueka Fuller (parent)	Office Manager, KIPP Academy Nashville	Educational Expertise; Community Expertise
J. Andrew “Drew” Goddard	Practice Leader, Environmental Practice Group; Bass, Berry & Sims	Legal Expertise
Beth Harwell	Community Leader; Former Speaker of the Tennessee House of Representatives	Legal and Community Expertise
Ed Littlejohn	Chief Operating Officer; Spero Health	Management Expertise / Organizational and Operational Leadership

Rick Martin	Senior Director, Compassion Forward; Asurion	Management Expertise / Organizational and Operational Leadership
Jeff McGruder	Chief Relationship Officer; Citizens Savings Bank & Trust Company	Financial Expertise; Community Expertise
William Seibels	Chief Financial Officer; IVX Health	Financial Leadership and Expertise
Will Ed Settle	Principal and Co-Manager of the Teleion Fund I, LP; Woodmont Investment Counsel	Management Expertise; Organizational and Operational Leadership
Tom Wylly	Senior Partner; Brentwood Capital Advisors	Management Expertise; Financial and Fundraising Expertise and Leadership

### **Complaint Process**

KIPP Nashville is committed to maintaining a strong partnership and ongoing dialogue between all stakeholders; its teachers, staff, students, and their families. Should any stakeholder have a concern about a school policy, academic grade, discipline decision, or anything else, KIPP Nashville welcomes their input and encourages them to contact the appropriate staff member at the school.

KIPP Nashville has two processes in place to hear and, where possible, resolve stakeholder complaints in a timely manner. Informal complaints are complaints that do not concern the alleged violation of law or the charter (e.g., a concern about an academic grade or the school's cell phone policy). An individual who (or group that) has an informal complaint against a school policy or member of the school community is encouraged to contact the appropriate staff member at the school by telephone. All staff members are committed to responding promptly to informal complaints, either in person, by telephone, or in writing. If an informal complaint is not responded to and resolved promptly or satisfactorily, the group or individual should contact the Principal to discuss the matter; the Principal shall respond in person, by telephone, or in writing.

A formal complaint is a complaint that concerns an alleged violation of law and/or charter. An individual who has a formal complaint against a school policy or a member of the school community may follow the steps below. As a matter of policy and practice, the Executive Director, MNPS School Board, Charter Authorizers, and State Board of Education will not intervene in concerns which do not allege a specific violation of law and/or charter. The steps below outline the formal complaint process.

**Step 1 – Contact staff member involved:** If a parent has an issue or concern, the first step toward resolving the issue will be to contact the staff member involved by phone or email. The parent should call the school's front desk to obtain phone and email contact information. The staff member and the parent will then set up a meeting to discuss the issue either on the phone or in-person and work to reach a resolution that satisfies both parties.

**Step 2 – Written complaint sent to Principal:** If the issue is not resolved satisfactorily, the parent's next step is to submit a written complaint to the Principal. Note that even if the issue is a problem with the Principal directly, the parent should go through this step. It is important to have clear documentation of all steps. The parent may pick up a complaint form at the school's front desk and may also fax, email, mail, or hand-deliver (to the school's front desk) the complaint. The Principal will reply within 3 business days, at least acknowledging the complaint has been received, and the Principal may take up to 10 business days to investigate and reach a decision. The Principal will send a written decision to the parent within 10 business days of the school receiving the complaint letter.

**Step 3 – Written complaint sent to Principal's manager:** If the parent is unsatisfied with the Principal's decision, the parent may submit the complaint to KIPP Nashville's Head of Schools (HOS). The parent can fax, email, mail, or hand-deliver (to the school's front desk) the letter. To get the email address or mailing address for the Head of Schools, the parent can contact the front desk of the school. The HOS will reply within 3 business days and may take up to 10 business days to investigate and reach a decision. The HOS will send a written decision to the parent within 10 business days of receiving the

letter or form. (Please note that the HOS will not respond to complaints that have not gone through steps 1-2.)

**Step 4 – Written complaint sent to the Executive Director:** If the parent is unsatisfied with the HOS's decision, the parent may submit the complaint to the KIPP Nashville Executive Director (ED). The parent can fax, email, mail, or hand-deliver (to the school's front desk) the letter. To get the email address or mailing address for the ED, the parent can contact the front desk of the school. The ED will reply within 3 business days and may take up to 10 business days to investigate and reach a decision. The ED will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the ED will not respond to complaints that have not gone through steps 1-3.)

**Step 5 – Written complaint to the KIPP Nashville Board:** If the parent is unsatisfied with the ED's decision, the parent may write a letter to the school's Board of Directors. The parent can fax, email, mail, or hand-deliver (to the school's front desk) the letter. The ED will reply within 3 business days on behalf of the Board of Directors, and may take up to 10 business days to investigate and reach a decision. The Board or its designee will send a written decision to the parent within 10 business days of receiving the letter or form. (Please note that the Board will not respond to complaints that have not gone through steps 1-4.)

## 2.2 Start-Up Plan

### In this section:

- (a) Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. If you are the sponsor of an existing school in the ASD, in lieu of the foregoing, attach a copy of your School Exit Plan.
- (b) Describe what you anticipate will be the challenges of starting a new school or transitioning to your home LEA, as applicable, and how you expect to address these challenges.

### Characteristics of a strong response:

- The applicant provides a detailed and realistic timeline for starting the school that aligns with the start-up budget.
- The applicant adequately addresses potential challenges.
- For ASD operators only, the applicant provides a compelling and detailed School Exit Plan.

### Start-Up Plan

In North and East Nashville, KIPP Nashville operates five schools: two elementary, two middle and one high school. KIPP Nashville aims to replicate this operational model in Southeast Nashville, and has submitted two applications simultaneously to transparently articulate our full growth plan for this community. KIPP Nashville intends to open the KIPP Antioch College Prep High School in 2023 and to open KSNCP-ES and MS in 2024, or as soon as possible in order to meet demand from families and to ease overcrowding in surrounding public schools.

KIPP Nashville has successfully opened seven schools since its original school in 2005 and has built significant institutional knowledge, tools, and leadership aimed at ensuring strong starts for all schools each year. This includes a “Strong Start Guide” which is a tool managed by the COO to ensure all key benchmarks are hit during founding and startup. The operational focus areas of strong start plan include:

- School Opening Readiness
  - Communication
  - Enrollment
  - Facilities
  - Food
  - Rostering
  - Staffing
  - Textbooks, Tech, and Supplies
  - Transportation

Planning for a new school opening can start almost two years prior to launch.

### **12-24 Months Prior to Launch**

- At this early stage, the focus is on leadership development and selection in order to identify a Principal. KIPP Nashville recently launched a Principals in Residence program, which is a 1-3 year program with the goal of developing the next generation of KIPP Nashville Principals to found and succeed in school. KNSST will additionally begin identifying strong leadership team members and teachers including Assistant Principals, special education directors and lead teachers.

- During this phase, KNSST concentrates heavily on identifying a facility solution from where to launch the new school as well as how to support the growth of the school. KIPP Nashville has a history of utilizing a diverse set of real estate solutions including renting, incubating for a single year, and new construction.
- KIPP Nashville will begin engaging with the community early with a focus of meeting neighbors, families, and listening to the ambitions, wishes and concerns. KNSST, led by the community engagement team, will spend time communicating the school's mission and how families can apply.
- Because the majority of activities occurring in the 12-24 months prior to the opening phase will utilize current KIPP employees, most costs are already being captured within the organization's budget.

### **6-12 Months Prior to Launch**

- KIPP Nashville will hire and onboard a Principal and will maintain the option to hire a Director of Operations approximately 12 months prior to opening. The Principal's focus will be on preparing for launch, deeply internalizing the KIPP instructional model, and meeting families and understanding the community. If hired, the Director of Operations will be the owner of all things operations and finance at the school. He or she will begin the procurement process for all furniture, curriculum, technology and other capital expenditures. The Director of Operations will additionally engage with families regarding the application process.
- At this point, any facility project will be well underway with a target completion of two months prior to the first day of school.
- Teacher recruitment will formally begin in October of the year prior to opening.
- Additional early activities during the "Year Zero" planning phase will be supported through federal Charter School Program funding which is managed through the KIPP Foundation and the KIPP Nashville finance team. Additional fundraising may be utilized to support early hires and other pre-opening expenses.
- Student recruitment marketing will begin extensively with a lottery six months prior to opening.

### **0-6 Months Prior to Launch**

- Final teacher and staffing hiring will occur.
- Complete building construction and renovation.
- Final student outreach and enrollment will be conducted.
- Host family orientations.
- Manage all procurement including curriculum, technology and furniture.
- Set up building.
- Principal will begin welcoming staff and providing staff professional development in early-July.

Regarding its ability to launch multiple schools within a short period of time, KIPP Nashville is beginning the process of hiring additional KNSST staff members in operations, academics, and talent. These additions will increase the KNSST's capacity to support both the management of the current seven schools as well as the three planned new schools.

### **Key Challenges**

KIPP Nashville has successfully opened six schools in the past nine years. Opening a new school is challenging, but KIPP Nashville has been preparing for growth for many years and has built up operational and academic strengths to address these. Top challenges will include leadership selection, facility planning, student outreach, maintaining a high academic bar for all new schools, and maintaining the strong culture of high expectations for all.

- Regarding talent and leaders (as described previously), KIPP Nashville invests heavily in Principal development as well as teacher and leader recruitment. The network has developed a strong bench of future leaders who are preparing to lead, and a new school will provide that opportunity. KIPP Nashville will additionally expand current recruitment efforts through new staff,



partnerships with KIPP and other organizations, and a stronger focus on recruiting by senior staff. Key activities will include:

- Administration of quarterly surveys to all staff (at each school and the KNSST) to maintain a highly-competitive and supportive work environment;
  - Expansion of the performance management process to ensure all staff have very clear performance and development goals, and a dedicated coach providing support and guidance to meet those goals;
  - Development of regional professional development strands to support new and experienced teachers and to align and strengthen instructional leaders across campuses, and;
  - Clear definition on all career tracks for all functions and competencies.
- Regarding the facility planning, KIPP Nashville has learned a lot and developed strong competence in the last three years. KNSST managed three summer renovations at the Ewing Park facility, executed a one-year incubation lease with a peer organization in order to launch KIPP Antioch College Prep Elementary School, and successfully built a 48K square foot building on time and on budget. That said, KIPP Nashville is keenly aware of both financial and timeline risks of real estate. For that reason, in January of the year prior to opening, KIPP Nashville will convene a KIPP real estate committee meeting with the sole focus on identifying formally evaluating the current trajectory as well as lining up back up plans if necessary.
  - Regarding student outreach, KIPP Nashville has learned that work of engaging the community and families must start early. Since launching its last new school, the KNSST has hired a three-person regional community engagement and student outreach team, who will be on the ground engaging with families two years prior to opening. Additionally, they will utilize current KIPP Nashville schools as home-bases for school tours where families can learn more about KIPP's educational programs. KNSST will also connect with the many families on current KIPP schools' waitlists regarding the new opportunity.
  - Regarding academic performance, poorly managed growth can dilute the support and expertise in place that ensure student outcomes continue to meet and exceed goals. In order to mitigate this risk, KIPP Nashville has put the following strategies in place:
    - A proven staffing model and schedule that affords the flexibility and capacity to meet student needs;
    - Significant capacity to gather, analyze, and track data to drive decision-making at the school;
    - Robust academic expertise and experience at the KNSST to provide differentiated support to each school as needed;
    - Clearly defined decision rights and accountability across all levels of the organization;
    - Rigorous annual goals with targets that are internalized by all staff members and easily measured by the assessments in place;
    - Robust data analytics and management platform (and dedicated experts to oversee these tools) to ensure data is available and usable across all levels of the organization to drive student level decision making;
    - Professional development and coaching that is informed by the experiences of the other schools, and;
    - Practice-proven curriculum, instructional approaches, and assessments.
  - Regarding preserving the KIPP culture, there is a risk of complacency if schools lose sight of KIPP's values, mission and vision. The following actions will mitigate this risk:
    - Develop a consistent One KIPP Nashville culture across all KIPP Nashville schools through an alignment of expectations and shared professional development;
    - Outline a clear set of values that drive everyday actions and behaviors across the region and schedule robust training and practice for all stakeholders on the vision and practices;
    - Collect and display key artifacts that highlight the story of KIPP Nashville and its core mission and vision;

- Develop school traditions that build on the culture and the values, and;
- Replicate the strong communication channels between the school, its stakeholders, and the region to ensure constant collaboration and innovation.

As other risks are identified, KIPP Nashville will develop mitigation plans to ensure the quality of the school model and viability of the mission and vision are not compromised.

## 2.3 Facilities

### In this section:

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

### Characteristics of a strong response:

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

### Facility Needs

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

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

## **Cost**

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

## **Facility Acquisition**

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

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

## **ADA Compliance**

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

## **Timeline**

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

## **Contingency Plans**

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

## 2.4 Personnel/Human Capital

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

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

Characteristics of a strong response:

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

- The employee manual and personnel policies (Attachment I) are complete and effective.
- Staffing projections for each year are robust, aligned with the educational program and conducive to the school's success.

## Leadership Structure

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

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

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

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

## Prospective Principal

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

## Principal Selection

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

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

The steps in the selection process include:

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

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

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

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

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

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

## **Leader Development and Evaluation**

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

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

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

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

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

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

### Additional Key Staff

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

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

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

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

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



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

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

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

### Teacher Support and Development

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

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

### Teacher Evaluation

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

<b>Teachers of Tested</b>	50% Observation
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<b>Subjects</b>	35% Individual Student Growth 15% Student Achievement
<b>Teachers of Non-tested Subjects</b>	70% Observation 15% Individual Student Growth 15% Student Achievement

In the summer of 2019, the Tennessee State Department of Education approved KIPP Nashville’s teacher observation model.

**Observation Tool**

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

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

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

**Observation Model**

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

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

Teachers and managers meet weekly to discuss observation feedback, look at student work, and/or plan upcoming lessons. These weekly coaching meetings ensure observers have sufficient context to evaluate classroom instruction. There is not a formal pre-conference structure to announce observations, because of this ongoing teacher-manager relationship.

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

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

### ***Certified Observers***

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

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

### ***Educator Feedback***

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

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

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

## **Managing Unsatisfactory Performance**

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

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

## **Hiring and Background Checks**

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

## **Personnel Dismissal**

Personnel are dismissed under two circumstances:

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

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

## **Compensation and Incentives**

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

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

- 10 weeks of parental leave at 100% pay for the primary caregiver after 1 year of employment
- 2 weeks of parental leave at 100% pay for the secondary caregiver after 1 year of employment
- Increased PTO accrual based on year of service, increasing at the 3 and 5 year mark
- Paid stipends for experienced teachers to engage in teacher leadership opportunities, such as grade level chair, peer coaching/management, teacher fellow coaching or regional curriculum work
- An annual award ceremony celebrating teachers completing 5 years with KIPP Nashville
- An annual interest inventory for staff members to share long term career interests, followed by conversation and development planning with their Principal and/or relevant regional staff member

### At-Will Employment

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

### Employee Manual

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

### Staffing Chart

FTE Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2024-25	2025-26	2026-27	2027-28	2028-29
Enrollment	99	198	291	378	378
# of Classes	3	6	9	12	12
<b>Administrative Staff</b>					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	1.00	2.00	2.00	2.00
Student Supports Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	2.00	2.00	2.00	2.00	2.00

Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Administrative FTE</b>	<b>4.00</b>	<b>5.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>
<b><u>Instructional Staff</u></b>					
Teachers	5.00	8.00	13.00	16.00	16.00
Special Education/EL Teachers*	2.00	4.00	5.00	6.00	6.00
Educational Assistants/Aides	1.00	1.00	1.00	1.00	1.00
Elective Teachers	2.00	3.00	3.00	3.00	3.00
Other (Specify in Assumptions)	1.00	1.00	1.00	1.00	1.00
<b>Total Instructional FTE</b>	<b>11.00</b>	<b>17.00</b>	<b>23.00</b>	<b>27.00</b>	<b>27.00</b>
<b><u>Non-Instructional Staff</u></b>					
Clerical Staff	0.00	0.00	1.00	1.00	1.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	0.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Non-Instructional FTE</b>	<b>0.00</b>	<b>2.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>
<b>Total FTE</b>	<b>15.00</b>	<b>24.00</b>	<b>32.00</b>	<b>36.00</b>	<b>36.00</b>

\* tentative, pending identified student need

## 2.5 Professional Development

In this section:

- (a) Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- (b) Identify the person or position responsible for professional development.
- (c) Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.
- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening.
- (e) Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.
- (f) Describe the plan to cultivate future leadership capacity.
- (g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- (h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.

Characteristics of a strong response:

- Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.
- The applicant proposes a thoughtful plan for professional development to address special and diverse populations.
- The professional development plan supports professional growth, generates collaboration, and cultivates future leadership.

### Teacher Development

KIPP Nashville believes that excellent teaching in classrooms is the primary driver of student success. To this end, KIPP Nashville prioritizes teacher professional development and regional collaboration. Principals, in collaboration with the KIPP Nashville Heads of Schools, are the primary owners of teacher development.

Teachers begin professional development training in the summer. Any new- to-KIPP Nashville teacher receives three days of foundational classroom management professional development, provided by the Relay Graduate School of Education, and two days of school site-specific onboarding. These initial days ensure new hires have the tools and resources they need to start the year as strong classroom managers. Following these five days, veteran KIPP Nashville teachers join their new colleagues for an additional 10 days of professional development before the school year begins. During these 10 days, the KIPP Nashville region of schools provides three days of content-specific training for all teachers. This training is differentiated for new versus experienced teachers where appropriate. A school-specific summer PD calendar and KIPP Nashville Regional PD calendar are provided as part of Attachment A.

During the three days of content-specific KIPP Nashville training in the summer, EL interventionists, learning specialists and special educators receive specific training to their roles. This training includes the evaluation process, writing IEPs and ILPs, and tracking IEP and ILP goals. Special educators also receive training on Wilson Just Words, a phonics intervention program used for students in RTI and with disabilities, and AIMSWeb, which is used to progress monitor student growth over time.

During the summer, all teachers receive school site training on how to support students with disabilities and training on the WIDA standards to support students receiving EL services. Throughout the year, content teams work to integrate these strategies into lesson studies to ensure all students have access to grade level content.

As the year continues, all teachers participate in ongoing professional development. Schools hold weekly professional development after school. These sessions are aligned to the KIPP Nashville Instructional Excellence Rubric, which defines the skills and competencies of excellent teaching. At the beginning of the year, these sessions are primarily focused on classroom management skills. As the year continues, sessions shift to focus on strategies for increasing rigor, using data to drive instruction, and differentiated instruction. Additionally, KIPP Nashville allocates a day at the end of each quarter to step back and plan using recent assessment data. Teachers and their coaches use this time to dig into the data to plan how to best meet the needs of students and meet and exceed achievement goals.

Finally, all teachers work in collaborative content teams at least weekly to study the content they teach. At the middle school level, these content teams meet across KIPP Nashville schools through in-person meetings or video conference to study upcoming lessons. These meetings take place after school. Teachers work together to study the content and determine how to differentiate lessons to meet the needs of all learners. Veteran teachers take a leadership role on these teams. They provide insight on executing the curriculum and facilitate the meeting.

### **Leader Development**

The Director of Leadership Development and Equity for KIPP Nashville owns the strategy for developing current leaders, which includes Principals, Principals-In-Residence, and Assistant Principals (APs). KIPP Nashville Principals own the development of Department Chairs and Grade Level Chairs, with the goal of developing future APs and Principals through this pipeline.

All Principals and APs begin each year with three days of training at the regional Leadership Institute. The content of this training aligns to standards in the TEAM Administrator Rubric. In the 19-20 school year, the training focused on Standard C: Professional Learning and Growth. Content for the Leadership Institute is determined in February. Throughout the year, Principals meet six times a year for development, with a sustained focus on Standard C.

During the school year, APs come together across the KIPP Nashville region as a cohort fifteen times a year. They meet thirteen times a year with a focus on Standard A: Instructional Leadership for Continuous Improvement and two times a year with a focus on Standard C: Professional Learning and Growth. Regional content experts lead the instructional leadership development sessions through instructional rounds. During these rounds, APs learn from best practices across the region and practice instructional leadership skills. The Professional Learning and Growth sessions focus on collecting evaluation evidence, synthesizing that evidence and then conducting a teacher evaluation conversation.

In 2018-19, KIPP Nashville launched a Principal-in-Residence (PIR) program, a two-year Principal preparation program. The goal of the program is that PIRs will fill all future Principal openings for KIPP Nashville. This program includes formal professional development, excellence school visits, coaching, and structured evaluation of the core competencies to demonstrate Principal readiness. PIRs act as APs within the context of KIPP Nashville schools.

KIPP Nashville also leverages our relationship with the Relay Graduate School of Education to provide training on Standard A for PIRs and APs through the National Principal Academy Fellowship (NPAF) and the regional Instructional Leader Professional Development program (ILPD). This fellowship provides two weeks of summer PD, quarterly trainings, and ongoing assignments to develop instructional coaching skills - and ILPD is similar without the summer component. Principals and the Heads of Schools



determine which leaders from which schools attend the program each year based on the needs for the school and the region.

Principals own the development of emerging leaders, such as Department and Grade Level Chairs. In many cases, Principals manage these leaders directly to provide feedback and ensure they are meeting their goals. Since KIPP schools start with only one grade level, the school will not open with Department or Grade Level Chairs. These positions are added with the growth of the school. Teachers participate in an internal selection process for these roles.

### **Mid-Year Hires**

When a teacher is hired mid-year, they have a week-long onboarding phase. During this period, the new hire has an opportunity to observe classrooms first. The primary focus is on learning the basics of the classroom management systems to ensure consistency for students. Then, the Assistant Principal co-teaches with the mid-year hire to support them in executing the lesson structure and school wide discipline system. This gradual release approach supports the new hire in learning the systems, while not overwhelming the teacher with too many formal professional development sessions. The new teacher also becomes part of content teams in order to receive support in teaching the curriculum.

## 2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment J, please provide the following:

- (a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.
- (b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

Characteristics of a strong response:

- The applicant plans to secure comprehensive and adequate insurance coverage for the charter school, including workers' compensation, employer liability, property, professional liability, surety bonds, sexual abuse and any other required coverage.
- The insurance company letter (Attachment J) confirms that required coverage will be provided upon approval of the charter school application.

KSNCP-MS will purchase the types and levels of insurance coverage appropriate to the school. Documentation of this coverage, including a letter from KIPP Nashville's insurance broker stating that they will provide required coverage upon approval of the charter application, is included in Attachment J.

## 2.7 Transportation

### In this section:

- (a) How will you daily transport the students to and from your proposed school, if applicable?
- (b) How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.
- (c) If applicable, outline your proposed transportation plan as follows:
  - Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.
  - Describe how the school will transport students with special transportation needs and how that will impact your budget.
  - Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
  - Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116
- (d) If you are not providing transportation, describe how students will get to and from your school.

### Characteristics of a strong response:

- The applicant's transportation plan includes anticipated routes, extracurricular activities, and Saturday school, where applicable.
- The applicant has a sound plan for oversight of its transportation operations.
- The applicant has a plan for transporting special needs students where necessary.
- The applicant demonstrates familiarity with state and federal regulations relating to provision of transportation services to students.

KSNCP-MS plans on offering bus transportation to students who need it to help ensure transportation is not a barrier to access for any student. KIPP Nashville will also support the development of carpool networks and facilitate other volunteer support efforts led by parents. During its planning year and each year thereafter, KSNCP-MS will reassess the transportation service area and modify plans accordingly. In addition, we will follow laws and regulations regarding the transportation of all students, including special populations such as students experiencing homelessness and students in foster care.

Bus transportation will be provided for all school field lessons and for as many after school activities as possible. The costs of providing this transportation is based on some key assumptions derived through the transportation costs currently provided to the existing middle school. Based on these assumptions, the school has budgeted the need for at least one bus in the first year of operations, and the addition of additional buses starting in the second year of operations. The key cost components of transportation include:

- **Bus Drivers:** The school has budgeted \$27,451 in salaries for each bus driver employed and the need for two bus drivers starting in year two.
- **Buses:** The school has budgeted a capital cost of \$90,000 for each bus to be financed to lower annual costs. The school expects to be able to buy pre-owned buses.
- **On-Going Fuel Costs:** The school has budgeted each bus route will travel 75 miles per day, and the bus will get 9.0 miles per gallon. The school is assuming that fuel costs will be \$4.00 per gallon.

- **Weekday Transportation Expenses:** The school has budgeted \$17,835 per year to cover maintenance and materials on the bus.
- **Insurance:** The school has budgeted \$3,833 per year for insurance on the buses.

KIPP Nashville provides its own bus transportation for all elementary and middle schools, including KSNCP-MS. KIPP Nashville's Transportation Manager, with the support of the Chief Operating Officer, provides oversight for bus transportation for all of KIPP Nashville's schools. KSNCP-MS's Director of Operations will support with bus transportation as well. As all students, students with disabilities have access to bus transportation. Accommodations will be made in accordance with the student's IEP.

KIPP Nashville will work diligently to ensure that buses, drivers/monitors, and routes all meet state and federal laws and regulations. The transportation manager and all bus drivers and monitors will receive the appropriate training and attend additional training all year long. Records will be maintained for bus maintenance and inspections, driver credentials and training records, and complaints. Families will be able to submit complaints via phone, letter, fax, or email to KIPP Nashville's transportation manager. There will be a formal response to the complaint within 48 hours. Families will be made aware through a written letter of the bus transportation complaint process each summer. All KIPP Nashville buses have the transportation department office number on each bus in a visible area.

## 2.8 Food Service

Describe the proposed school's proposed food service plan and include the following:

- (a) A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.
- (b) How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).
- (c) Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

Characteristics of a strong response:

- The applicant provides a clear description of how the school will offer food service to all students, adhering to state and federal regulations and nutritional guidelines.
- The applicant explains how it will collect free and reduced-price lunch information from families.

KSNCP-MS will offer healthy meals to all students on every instructional school day. This includes breakfast and lunch. All meals will be prepared on-site by an experienced, contracted, third-party food service management company (FSMC). In 2018, KIPP Nashville worked with the Tennessee Department of Education's Office of School Nutrition to form its own School Food Authority (SFA). Five of KIPP Nashville's seven schools currently operate under the KIPP Nashville SFA. For those five schools, SLA Management is the current FSMC. The remaining two KIPP Nashville schools operate under the MNPS SFA, where the MNPS Nutrition Services performs the functions of the FSMC. KIPP Nashville will be able to incorporate any new schools, including KSNCP-MS, under the KIPP Nashville SFA.

KIPP Nashville has a full-time staff member, the Manager of Regional Operations, who serves in the School Nutrition Supervisor role for the KIPP Nashville SFA. The Manager of Regional Operations collaborates regularly with the TDOE's Office of School Nutrition to ensure that our programs comply with applicable federal, state, and local laws and regulations regarding school nutrition to meet the nutritional needs of all students.

Each school has a school-level Director of Operations who is responsible for coordinating with the FSMC's school-level Cafe Manager on setting and executing the day-to-day operations and procedures of the food service programs. This includes but is not limited to coordination of meal schedules, student rosters, point of sale activities, student allergy and dietary restrictions, and equipment management.

To support the nutritional needs of students from low-income families, KSNCP-MS will either participate in the USDA's Community Eligibility Provision (CEP) program, which is a non-pricing meal service option for schools and school districts in low-income areas, or it will utilize income-based eligibility applications to determine if students qualify for free or reduced-price meals. If KSNCP-MS is not eligible to participate as a CEP school, then at the beginning of each school year, KSNCP-MS will provide all students with an eligibility application that the student's household may complete and submit. The school will use submitted applications to determine if students in a particular household qualify for free or reduced-price meals based on federal income guidelines. KIPP Nashville SFA currently utilizes the web-based application LunchTime for both its cafeteria point of sale system and for the online free and reduced-price meal application functionalities. LunchTime allows parents to enter their application information online via a secure web portal which is available in multiple languages. KIPP Nashville will utilize this software to collect household applications, calculate the eligibility status of each student on the application, send eligibility determination letters to families, and update the cafeteria point of sale system in real time. Upon request, households may also be provided with hard copy paper applications in a language they can understand as an alternative to the online application.

Following approval of this charter application, the KIPP Nashville SFA will put out a Request for Proposal (RFP) to select a FSMC for KSNCP-MS and any additional future schools, including KIPP Antioch College Prep High School. The Manager of Regional Operations will work closely with the TDOE's Office of School Nutrition to ensure that all elements of the RFP process comply with federal, state, and local laws and regulations.

## 2.9 Additional Operations

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

- a. **Technology:**
  - List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.
  - Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.
- b. **Student information management:**
  - Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.
- c. **School health and nursing services:**
  - Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.
  - Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.
- d. **Safety and security:**
  - Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.
  - What will be the process and timeline for creating a school crisis plan?
- e. **School maintenance:**
  - Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.
- f. Describe any additional operations, as applicable.
- g. For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

Characteristics of a strong response:

- The applicant provides a detailed plan for using technology within the classroom and for state assessments.
- The applicant provides a compelling data management plan that protects the privacy of student information.
- The applicant demonstrates an understanding of health and safety requirements that includes a plan for hiring a registered nurse.
- The applicant outlines detailed safety and security plans for students, staff, guests, and property.
- The applicant specifies a maintenance plan for school facilities.
- For ASD operators only, the applicant provides a sound rationale for any additional operational changes that are identified.

### Technology

KIPP Nashville will ensure that KSNCP-MS has a reliable internet network infrastructure as well as a large fleet of staff and student devices to allow for required online Tennessee state testing as well as regular access to online curriculum as needed. In order to execute the academic and operational program, classrooms will be equipped with a set of student Chromebooks, chargers, and a charging cart, a projector and screen, and a document camera to allow for internet research and sharing views of

student work and annotated texts. Each KSNCP-MS employee will be issued a KIPP Nashville-owned staff laptop. Each space in the facility will be equipped with wireless and wired network access, providing the ability to access the internet and to print and copy throughout the facility. KSNCP-MS will be equipped with a quantity of printers and copiers appropriate for the number of students and staff members in the building. As the school staffing and enrollment pattern grows in its first several years of operation, additional devices will be added to support student learning.

### **Student Information Management**

KIPP Nashville ensures compliance with the Family Education Rights and Privacy Act across all schools through the following mechanisms:

- Annually notify all students and families of their rights related to student records under FERPA. These rights include the right to review education records, the right to request amendments to education records, and the right to have some control over the disclosure of personally identifiable information included in education records.
- Obtain signed, written consent from a parent or student over the age of 18 before any school official releases or shares personally identifiable information to any third-party entity.
- Notify all faculty annually on the requirements and prohibitions of FERPA; train new staff and office staff annually on student record sharing regulations under FERPA.
- Annually review all third-party data sharing agreements to ensure all agreements comply with FERPA regulations.

### **School Health and Nursing Services**

KSNCP-MS will operate in compliance with the Coordinated School Health approach to promoting student health. This includes building a program that incorporates physical activity, ensuring healthy environments, encouraging physical activity, providing health education, access to counseling services, and managing student health. Direct student health will be managed by a school-level registered nurse who will develop Individualized Health Plans, manage immunization compliance, capture and communicate essential medical information as needed, train and support staff on first aid and caring for specific student needs, and execute certain medical procedures that a student may require. School-level nurses are supported by KIPP Nashville's lead school nurse, who in turn reports to KIPP Nashville's Chief Operating Officer.

### **Safety and Security**

KIPP Nashville will strive to ensure the safety of every staff member and student. In coordination with Metro Nashville Public Schools security office, every school has a robust safety plan to outline procedures and evacuation routes for any possible emergency. This plan is created and updated annually by the school's Director of Operations and KIPP Nashville's Chief Operating Officer.

These plans ensure that school staff, students, and families are clear on the protocol for evacuation, lockdown, severe weather, shelter-in-place and reunification procedures. Staff and students regularly practice the procedures to ensure readiness for an emergency situation. Professional development is consistently given to staff members regarding emergency preparedness and school procedures. The school will follow state and district guidelines for creation of the school crisis plan as part of the school's pre-opening timeline.

Lastly, while a site location has not been determined for our upcoming campus(es), KIPP Nashville will work to ensure that all students, staff, and visitors are able to access the building safely from the street level. As we have done at our existing Antioch facilities, we will be adding sidewalks in accordance with all local regulations. This may include petitioning the state and city for crosswalks and school zone and/or



traffic lights, which we successfully implemented at KIPP Antioch College Prep campus. Where feasible, we will work to create interconnectivity between our school site and the nearby housing developments.

### **School Maintenance**

KSNCP-MS will work with a property management company to provide maintenance services and/or to hire and manage vendors to provide both preventive maintenance and reactive services, including but not limited to plumbing, electrical, groundskeeping, HVAC, and structural supports. KSNCP-MS will maintain a janitorial contract for daily and nightly cleaning requirements.

## **2.10 Charter School Management Contracts**

Not applicable; KIPP Nashville is not utilizing the services of a charter management organization.

## 2.11 Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

- Waivers may not be granted for requirements related to:
- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings; or
- At least the same equivalent time of instruction as required in regular public schools.
- Please list all requested waivers below:

Characteristics of a strong response:

- Each requested waiver includes a compelling and thoughtful rationale describing how the waiver will increase student achievement.
- The applicant does not seek a waiver of any rules or statutes that cannot be waived under Tennessee law.

Please list all requested waivers below:

T.C.A. Citation and/or State Board of Education Rule	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement?
T.C.A. § 49-3-306(a); SBE Rule 0520-01-02-.02	Licensed Personnel Salaries	KIPP Nashville Board approves salaries during the annual budgeting process.	While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that the KIPP Nashville's payroll system reflects the school's purpose and philosophy.
T.C.A. § 49-5-401	Teacher Assignment	KNSST approves the annual calendar and school schedules.	KIPP Nashville may utilize an extended schedule, including increased instructional, as well as professional development hours. Teachers will receive compensation commensurate with their work hours.
T.C.A. § 49-1-302; SBE Rules 0520-02-01-.02 and 0520-02-01-.03; State Board Policies 5.106 and 5.201	Evaluation of Administrators, Teachers, and Non-Instructional Licensed Staff	KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.	A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to the KIPP mission and to provide them with the motivation necessary to get the job done. Accordingly, it is essential that KIPP is able to design hiring, pay, benefits,

			promotion and evaluation systems that are aligned with the school's mission and goals. Guidelines and performance expectations are outlined in this charter application.
T.C.A. §§ 49-5-408-409	Evaluation Contracts and Termination of Contracts	KIPP Nashville SST oversees performance evaluations through KIPP Nashville PM and leadership summit processes.	A key to KIPP Nashville's success is being able to attract and retain a staff that is committed to our mission and to provide them with the motivation necessary to get the job done. It is essential that KIPP Nashville be able to design hiring, pay, benefits, promotion, and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their performance management goals, will be offered an opportunity to remain on staff.
SBE Rules 0520-02-03-01 through 0520-02-03-14	Educator Licensure	The KIPP Nashville Chief Talent Officer will ensure that all school employees are qualified to succeed in their roles.	This waiver will provide the school with the flexibility needed to properly staff the school. For example, the flexibility to hire a mental health counselor or certified social worker as a school counselor.
T.C.A. § 49-5-501-513	Tenure	KNSST oversees performance evaluations through KIPP Nashville performance management and leadership summit processes.	KIPP Nashville is results-driven. Therefore, all employees of KIPP Nashville will be "at-will" employees.
T.C.A. § 49-5-101(a); SBE Rule 0520-01-02-.03(6)	Licensed Principals	KIPP Nashville Principals will participate in KIPP's School Leadership Programs for training and skills development.	KIPP Nashville will recruit the most qualified Principals from around the country to fulfill its mission.
SBE Rule 0520-01-02-.04	Leave for Teachers	KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.	KIPP Nashville's leave policies balance both the needs of teachers and those of students by minimizing disruptions to student learning.
SBE Rule 0520-01-02-.31	Organization and Administration of Schools	Our middle school academic program relies heavily on the ability to provide small group, targeted instruction at various points throughout the day. As a result, we set up slightly larger homerooms (between 30-34) with ongoing pullout interventions with specialized intervention teachers.	This staffing model (larger homerooms with increased interventionists, special education, etc.) is directly in support of our academic strategy to significantly advance academic performance with highly targeted instruction.
T.C.A. § 49-10-1001, 49-10-1004, 49-10-1014, 49-10-1015	Curriculum Generally	KNSST approves its schools' curricula.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other instructional materials that are aligned with the Tennessee State Standards.

SBE Rule 0520-01-03-.07	Civics	KNSST approves its schools' curricula.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other instructional materials that are aligned with the Tennessee State Standards.
0520-01-04-.01	School Facilities	KIPP Nashville Board approves all facility contracts and leases.	KIPP Nashville's facilities will have classrooms and spaces that are sufficient in number and adequate in space to be conducive to meeting the school's purpose and philosophy. KIPP Nashville's facilities will meet federal, state, and local requirements regarding planning of new buildings, alterations, and safety.
T.C.A. § 49-3-316	Local Fiscal Accounting	KIPP Nashville Board approves the budget through an annual process.	While KIPP Nashville will ensure that public monies will be used properly, that all non-waived regulations will be met and that all operations will stand up to a financial audit, it is critical to the KIPP Nashville program that management systems reflect the school's purpose and philosophy.
T.C.A. § 49-6-2206-2207	Use of Unapproved Textbooks	KNSST approves use of curricular materials.	KIPP Nashville's curriculum and instructional approaches will be linked to the school's mission and goals. KIPP Nashville will use both state-approved textbooks and other instructional materials.
T.C.A. § 49-3-311	Capital Outlay	KIPP Nashville Board approves all facility contracts and leases.	Preparing a charter school facility will pose a great challenge. Because charter schools must finance their own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that KIPP Nashville gain freedom from non-health and safety standards for the school site and have control of the facility vested in the KIPP Nashville board, rather than the city board of education. Having this freedom will allow us to use the school site resources most efficiently and effectively and align building choices with the KIPP Nashville mission and goals.
SBE Rule 0520-01-03-.06	Health, Physical and Wellness Education Curriculum	KNSST approves annual calendar and school schedules including time for student health and well-being through physical activity.	Students will be involved in physical education activities each week. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.
SBE Rule 0520-01-03-.06	Fine Arts Curriculum	KNSST approves annual calendars and school schedules including fine arts programming.	Students will be involved in fine arts activities incorporated into their general education classes. Fine arts classes may be taught by volunteers. The Principal will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.

<p>T.C.A. § 49-6-303 (a)(1)</p> <p>State Board policy 5.103 – School Counseling Model and Standards</p> <p>State Board policy 5.502 – Educator Licensure, Section (5)(d)</p> <p>State Board rule 0520-02-03-.05(5)</p>	<p>School Counseling</p>	<p>KIPP Nashville will have the flexibility to hire a qualified applicant who is a licensed school counselor, licensed school social worker, or a licensed professional counselor with school experience.</p>	<p>KSNCP-MS's student population requires a counselor with the credentials to support students in need of counseling related with home, environmental, societal, and cultural issues. Current statute, rule and policy limits the school to hiring only a licensed school counselor, which does not allow the counselor sufficient training to successfully support the intensity of issues within their largely immigrant student population.</p>
<p>T.C.A. § 49-3-359(a)</p>	<p>Instructional Materials/Supplies</p>	<p>KIPP Nashville standardizes all student and classroom supplies and additionally supplies all classroom materials for students including notebooks, binders, pencils etc. At each of our schools, we have a Director of Operations who oversees and centralizes all school procurement for classroom supplies, furniture and all other needs.</p>	<p>The budget is robust and sufficiently meets the needs of our classrooms. Additionally, teachers have the ability to request supplies which again are ordered and managed centrally through the Director of Operations which cuts down on reimbursements and the need for teachers to utilize their own money up front.</p>

<b>MNPS Policy</b>	<b>Description of Policy</b>	<b>Proposed replacement policy or practice</b>	<b>How this waiver will increase student achievement</b>
1.100	Naming of Facilities	KIPP Nashville may raise funding to build, repair, or restore a facility, and accordingly KIPP Nashville reserves the right to name all or a portion of the facility and to put a plaque on the wall to recognize donors.	KIPP Nashville does not receive local capital funding and therefore must maintain the flexibility needed to raise funds, potentially including the right to name buildings or parts thereof. This flexibility will allow KIPP Nashville to direct the maximum amount of operating funds toward teachers, classrooms and student learning.
2.108	BEP and New Teacher Money Programs	KIPP Nashville creates an annual budget, approved by the KIPP Nashville board, which aligns to its mission. This budget allocates resources in a way that best equips all KIPP Nashville teachers for success in pursuit of the mission.	This will provide KIPP Nashville maximum flexibility to direct resources in an equitable fashion to support the school's mission and increase student achievement.
2.106	EBS and Procedure to Pay User Access	The KIPP Nashville board has authority to enter into contracts and is free from the restriction of using only MNPS approved vendors and suppliers. Accordingly, KIPP Nashville will not participate in the EBS system.	This will provide KIPP Nashville the flexibility needed to innovate and engage vendors and / or incorporate new products not yet used by MNPS in service of student learning.
2.102	Employee Travel Regulations	KIPP Nashville sets internal policy and regulations governing employee travel. These policies are approved by the KIPP Nashville Board and will vary from MNPS policy.	KIPP Nashville employee travel policies support the mission to ensure teachers are treated as professionals and have access to the tools, trainings and learning opportunities needed to accelerate student growth.
2.118	Facility Use	KIPP Nashville may occasionally choose to use facilities for fundraisers and other social events that support the mission of the school. Further, KIPP Nashville may choose to run a summer camp in support of the mission, on property it rents or owns.	This autonomy equips the KIPP Nashville team to optimize facility use both to support fundraising efforts which accentuate programming but also to provide increased services to students and community members as needed.
2.125	Grant Drawdowns and Reimbursements	KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.	This autonomy provides KIPP Nashville the ability to raise funds for program enhancements needed to support student learning.
2.101	Grants Management	KIPP Nashville is a 501(c)3 and controls its own budget including all grant application decisions and grant monies.	This autonomy provides KIPP Nashville the ability to raise funds for program enhancements needed to support student learning.
2.113	Initiating Contracts	KIPP Nashville is a 501(c)3 and controls its own budget including all grant contracting decisions.	This autonomy provides KIPP Nashville the ability to move swiftly when contracting in response to student and / or community needs.
2.129	Inventory Control	KIPP Nashville is a 501(c)3 and controls its own	This autonomy provides KIPP

		budget including all contracting decisions. Further, KIPP Nashville has its own inventory procedures.	Nashville the ability to move swiftly when contracting in response to student and / or community needs.
2.119	Memorials or Recognitions on School Property	KIPP Nashville intends to recognize future success of alumni by creating memorials and/or recognition plaques that highlight college and post-graduate success of KIPP Nashville alumni.	By highlighting student successes around college access and completion the KIPP Nashville team will accentuate the college-going culture of its schools.
2.110	Payroll Overpayments and Underpayments	KIPP Nashville sets its own fiscal policies that are approved by the KIPP Nashville Board.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.111	Purchasing Card Program	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.107	Student Fundraising Policy	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions. Further, KIPP Nashville will make internal decisions and has the authority to internally approve selected fundraising activities.	By establishing its own fiscal policies and controls, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.109	Supplies and Materials Budget Allocation to Schools	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own fiscal policies and budget process, the KIPP Nashville team will be able to deploy more funding toward the highest-leverage uses to increase student learning.
2.111	Purchasing for MNPS	KIPP Nashville is a 501(c)3 and controls its own budget including all contracting and purchasing decisions.	By establishing its own purchasing processes, the KIPP Nashville team will be able to nimbly meet student needs while deploying the maximum amount of funding toward the highest-leverage uses to increase student learning.
3.101	Film and Video Photography on MNPS Property	KIPP Nashville occasionally records school events and reserves the right to schedule these events and control the distribution of the recorded material.	KIPP Nashville will use this flexibility to enhance internal and external communications, professional development and culture-building efforts; all of which build toward increased student learning.
4.129	Essential Literature	KIPP Nashville creates its own curriculum aligned to state standards and, accordingly, may not participate in the MNPS essential literature program.	KIPP Nashville will use this flexibility to select a curriculum that aligns with state standards and is both rigorous and culturally relevant, which will increase engagement and drive student learning.
4.144	Grading Procedures	KIPP Nashville creates its own curriculum aligned	KIPP Nashville will follow a



	for Grades K-12	to state standards and the Head of Schools sets grading policies and procedures.	consistent grading policy across its schools to ensure a consistent experience for parents and students advancing from one tier to the next. This consistency will provide students with agency needed to drive student learning.
4.155	Physical Education and Lifetime Wellness	KIPP Nashville creates its own curriculum aligned to state standards and the Head of Schools sets grading policies and procedures.	Students will be involved in physical education activities each week. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards.
5.101	Coaching Staff Supplemental Pay	KIPP Nashville is a 501(c)3 and controls its own budget including all salary and stipend decisions.	KIPP Nashville will follow a payscale, including coaching stipends, which gives the school maximum flexibility to attract, retain and reward leaders and teachers who drive student learning.
5.109	Evaluation of Assistant Principals	The Principal shall evaluate Deans, Grade Team Leaders, and Assistant Principals using the KIPP Nashville Performance Management system.	This will provide KIPP Nashville Principals the flexibility needed to develop and execute 70/20/10 development plans for Assistant Principals which have proven effective for driving student learning.
5.148; 5.152; 5.155	Sick Leave; Maternity Leave, FMLA Leave	KIPP Nashville sets its own leave policies in compliance with all state and federal laws and approved by the KIPP Nashville Board of Directors.	This will provide KIPP Nashville the flexibility needed to attract and retain the teachers needed to drive student learning.
5.164	Professional Development Stipend	KIPP Nashville seeks to create a professional learning environment for its teachers. Accordingly, high performing teachers and staff members will have frequent opportunities to lead professional development sessions for their KIPP Nashville peers.	KIPP Nashville will follow a payscale, including coaching stipends, which gives the school maximum flexibility to attract, retain and reward leaders and teachers who drive student learning.

## 2.12 Network Vision, Growth Plan, & Capacity

### In this section:

- (a) Describe the network’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. If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.
- (b) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee
- (c) and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.
- (d) If applicable, list any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.
- (e) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.
- (f) Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.
- (g) Provide, as Attachment L, the network’s most recent annual report.

### Characteristics of a strong response:

- The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan. The growth plan includes the following: proposed years of opening; number and types of schools; a clear, detailed outline of any pending applications (whether in the same LEA, Tennessee or another state); all current and/or targeted markets/communities and criteria for selecting them; and projected enrollments.
- There is strong, compelling evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere, including specific timelines for building organizational capacity.
- The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.
- There is a realistic presentation of anticipated challenges and risks over the next five years associated with opening additional schools, along with a plan to overcome them to achieve the organization’s stated outcomes.
- The applicant provides a comprehensive annual report for the network (Attachment L).

### Network Vision

The vision of KIPP Nashville is that every child grows up free to create the future they want for themselves and their communities. To this end, KIPP Nashville has developed a growth plan (as a component of the strategic plan described above) that establishes complete K-12 pipelines to college for students in Nashville with otherwise limited access to high-performing, college-prep schools.

### Growth Plan for KIPP Nashville

KIPP Nashville currently operates seven schools educating over 2,900 students. The East Nashville cluster consists of five schools—two elementary, two middle, and one high. The intent of growth is to replicate a five-school cluster in Southeast Nashville where KIPP currently operates one elementary and one middle school and to ultimately educate over 4,500 students across Nashville. Currently KIPP Nashville operates an elementary school and middle school that will be fully enrolled in FY23 in Antioch.

## **KIPP Nashville Capacity**

The KIPP Nashville team has founded, launched, and operated seven successful schools in Nashville. The Executive Director is the founder of KIPP Academy Nashville and has been at the forefront of increasing high-quality, college-prep education in Nashville for more than seventeen years. The combined experience and capacity of the KNSST will benefit new schools. The majority of the staff at KIPP Nashville and the leadership of new schools will be developed from within the organization, which has significant experience and demonstrated skill in effecting the outcomes described herein with similar students in a similar community. Moreover, all KIPP Nashville staff have participated in robust, ongoing development to ensure their capacity to meet the needs of the growing KIPP Nashville network is more than sufficient. KIPP Nashville has benefitted from planning support and refinement from CSGF, independent consultants, and the KIPP Foundation (which requires regions to create five-year plans that are vetted by national level experts). As a result of this support, KIPP Nashville has been able to grow its regional office to afford the expertise, capacity, structures and systems necessary for all subsequent growth to be successful (rather than having to wait for an increase in students to afford greater capacity to plan).

As KIPP Nashville prepares for future growth, we will be adding key additional staff members on the KNSST team to support the additional needs in academics, operations, and talent. These additions are evidenced in the org charts, and roles will come online approximately 12-18 months prior to the opening of the new school.

## **Responsibilities of the KIPP Nashville School Support Team**

KIPP Nashville is a non-profit 501(c)(3) organization that was formed in 2011 with the sole purpose of ensuring the success and health of each KIPP Nashville school. Through economies of scale, retention of educational expertise, resources, and other means of support, the KNSST increases the productivity and outcomes of each school by empowering each Principal to focus on student achievement. KNSST staff oversee financial, operational, development, and advocacy responsibilities for each school, in addition to creating an economy of scale that is leveraged for increased organizational strength. The data and academic arm of the organization leverages expertise and capacity for professional development, coaching, curriculum and instruction, and assessment and data to ensure every school has access to the strategies necessary for every child to succeed. As a support entity, KNSST facilitates collaboration amongst local schools and provides KIPP Nashville with access to a national network of proven results. The regional office also provides increased accountability for each school in real-time to ensure every site is on a predictive path to meeting and exceeding goals. KIPP Nashville is accountable not only to the charter authorizer, but the national KIPP Foundation, for eliminating any barriers for schools and ensuring every leader has the support they need to be successful.

The KNSST will provide the following services and benefits to KSNCP-MS:

- Vertical teaming and access to teachers of high school grades within the KIPP Nashville network to align curriculum and instruction for a seamless approach;
- Curriculum and assessment development and support (through the regional network and the services of the Head of Schools);
- Shared professional development with other teachers serving KIPP students in Nashville, as well as access to PD that may not otherwise be feasible or accessible to stand-alone schools;
- Talent management and development support, such as faculty recruitment, support and training;
- Operational and fiscal support, providing for a more streamlined staffing model to handle these affairs within the school site (including bookkeeping, accounting, audits and reporting);
- A unified, experienced, well-trained Board that advocates for all sites within the region;
- Data collection and analysis to drive school-wide goal-setting and instructional practices;
- Oversight of compliance with NCLB, as well as all other local, state, and federal guidelines;
- Development of instructional technology tools and training/support for effective implementation;
- Research and dissemination of best practices;

- Facilities acquisition, management and maintenance, and;
- Fundraising.

Section 2.13 includes additional information about the roles and responsibilities of the KNSST.

KIPP Nashville has implemented a budget process to ensure all schools within the network are able to manipulate their budget each year to meet the needs of their students. Principals have autonomy within their budget and can ensure resources are available to meet academic needs. Built into the budget process is scenario planning. Schools are provided with a template that reflects the most likely scenario and must then plan for a best-case and worst-case scenario. This will ensure that regardless of the circumstance, schools will have the resources required to continue to achieve academic results.

In other KIPP regions, schools that collaborate with each other and share best practices and resources have shown significant improvement over isolated charter school sites. Growing KIPP in targeted regions contributes to the quality of schools and provides a platform for sustainability over time. Data shows that the student growth in core areas is more significant in KIPP clusters, areas in which more than one KIPP school is located and working together, like KIPP Nashville. Regions like KIPP DC, where students outperform their district peers in some grades by as much as 51% on state-mandated assessments; KIPP Metro Atlanta, where 93% or more of students in all grades served by KIPP meet or exceed state standards on state-mandated assessments; and KIPP NYC, where students outperform their district peers in all grades and all content areas assessed by state assessments by an average of 25% demonstrate the impact that a regional KIPP hub can make on its enrolled students. For this reason, the KNSST was established and will continue to support KIPP Nashville's schools to ensure that the challenges they face are effectively mitigated.

## **Challenges**

KIPP Nashville has successfully navigated a number of challenges since its founding. One of the most significant challenges is recruiting, retaining, and developing the teachers needed to implement such a rigorous program. KIPP Nashville has addressed this in several ways. First, KIPP Nashville is strengthening partnerships with talent pipelines like the KIPP Foundation, Relay Graduate of Education as well as local teacher preparation programs, and Teach For America to ensure access to the most qualified candidates and supplementation of its own internal recruitment and development processes. KIPP Nashville is also moving away from a model dependent solely on recruitment and has crafted regional professional development strands that ensure teachers are ready to teach effectively. The region has also added capacity to its team for talent recruitment and now has four dedicated team members focused on staff recruitment.

Teachers and leaders are the primary drivers of student success within the organization. KIPP Nashville has allocated additional resources to recruit the best talent possible and has learned over time that we must allocate equal, if not more, resources to developing the talent that we hire. To this end, KNSST has developed a KIPP Nashville Instructional Excellence Rubric to set the bar for teaching excellence. In addition, KNSST has created an action-step item bank for Assistant Principals and teacher coaches to use as a resource in developing new teachers. Finally, KIPP Nashville is investing in Principal and Assistant Principal training to develop teachers into skilled coaches. In doing this, schools are able to rely on the power of the KIPP Nashville network of schools to leverage strengths across the growing network.

Another challenge has been securing appropriate facilities in the target communities. Through partnerships with MNPS, Metro government as well as the use of private facilities, KIPP has been able to secure long-term homes for all KIPP Nashville current schools. See Section 2.3 for more information about the school's facilities strategy.

KIPP Nashville Schools benefits from the experience and practice of leaders in the KIPP Nashville network of schools. KIPP Nashville has carefully examined potential risks and aligned action steps to

proactively mitigate those risks associated with growth of additional schools. Below are the primary risks identified through the strategic growth process and the plans to mitigate those risks.

### ***Human Capital***

KIPP Nashville's expansion plans require sourcing, hiring, and developing leaders and teachers, which is particularly challenging given the rigorous selection process for KIPP Principals. In order to successfully build a leadership depth and high-performing teachers at KIPP Nashville, KIPP Nashville has taken the following steps:

- Development of internal candidates for leadership positions through a codified leadership identification and development process, maintenance of a deep talent bench at each school, and initiate formal succession planning for leadership positions.
- Expansion of current recruitment efforts through new staff, partnerships with KIPP and other organizations, and a stronger focus on recruiting by senior staff.
  - Administration of quarterly surveys to all staff (at each school and the KNSST) to maintain a highly-competitive and supportive work environment.
  - Expansion of the performance management process to ensure all staff have very clear performance and development goals, and a dedicated coach providing support and guidance to meet those goals.
  - Development of regional professional development strands to support new and experienced teachers and to align and strengthen instructional leaders across campuses.
  - Clear definition on all career tracks for all functions and competencies.

In its history, KIPP Nashville has had one delayed school opening. KIPP Nashville College Prep Elementary School's opening was delayed by one year to allow the KNSST to conduct an external search for the founding Principal.

### ***Student Academic Performance***

Superior student academic performance is at the heart of the KIPP Nashville vision. Poorly managed growth can dilute the support and expertise in place that ensure student outcomes continue to meet and exceed goals. In order to mitigate this risk, KIPP Nashville has put the following strategies in place:

- A proven staffing model and schedule that affords the flexibility and capacity to meet student needs.
- Significant capacity to gather, analyze, and track data to drive decision-making at the school.
- Robust academic expertise and experience at the KNSST to provide differentiated support to each school as needed.
- Clearly defined decision rights and accountability across all levels of the organization.
- Rigorous annual goals with targets that are internalized by all staff members and easily measured by the assessments in place.
- Robust data analytics and management platform (and dedicated experts to oversee these tools) to ensure data is available and usable across all levels of the organization to drive student level decision making.
- Professional development and coaching that is informed by the experiences of the other schools.
- Practice-proven curriculum, instructional approaches, and assessments.

### ***Culture***

Through growth, KIPP Nashville must maintain focus on our values, mission, and vision. The following actions will mitigate this risk:

- Develop a consistent One KIPP Nashville culture across all KIPP Nashville schools through an alignment of expectations and shared professional development.

- Outline a clear set of values that drive everyday actions and behaviors across the region and schedule robust training and practice for all stakeholders on the vision and practices.
- Collect and display key artifacts that highlight the story of KIPP Nashville and its core mission and vision.
- Develop school traditions that build on the culture and the values.
- Replicate the strong communication channels between the school, its stakeholders, and the region to ensure constant collaboration and innovation.
- As other risks are identified, KIPP Nashville will develop mitigation plans to ensure the quality of the school model and viability of the mission and vision are not compromised.

### **Annual Reports**

Included as Attachment L are the annual reports for KIPP Nashville's three current middle schools.

## 2.13 Network Management

In this section:

- (a) Identify the network's leadership team and their specific roles and responsibilities.
- (b) Provide, as Attachment M, the organizational charts for Year 1 network as a whole (including both network management and schools within the network), Year 3 network as a whole and Year 5 network as a whole. The network organization charts should clearly delineate the roles and reporting structure of 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. If the proposed school intends to contract with a CMO, clearly show the CMO's role in the organizational structure of the proposed school.
- (c) 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. How will the proposed school measure successful delivery of these services?

Using the table below, identify school- and network-level decision-making responsibilities as they relate to key functions.

Characteristics of a strong response:

- Characteristics of a strong response:
- The leadership team is identified, together with their roles and responsibilities.
- As Attachment M, organizational charts for Year 1, Year 3, and Year 5 clearly delineate roles and responsibilities of the governing board, including lines of authority between the board, school leadership, and staff. If applicable, the chart includes other related bodies (advisory bodies or parent-teacher councils) and a charter management organization.
- The applicant identifies any shared or centralized support services to be provided by the network, along with their costs and methods of allocation across the network.
- The applicant clearly identifies in the table the allocation of decision-making responsibilities between the school and network.

### **KIPP Nashville Regional Leadership Team**

KIPP Nashville's Regional Leadership Team (RLT) consists of an Executive Director (ED), Chief Financial Officer (CFO), Chief Operating Officer (COO), Chief Talent Officer (CTO), and two Heads of Schools (HOS). The responsibilities of each, along with the responsibilities of each projected staff member and the year in which that staff position will be added, are outlined in Attachment M.

#### ***Executive Director***

Randy Dowell is KIPP Nashville's Executive Director, was the founder of the flagship KIPP Nashville school, and has been at the helm of the organization since its founding in Nashville. He brings more than seventeen years of charter school and regional leadership, community building within Nashville, and advocacy on behalf of KIPP Nashville stakeholders to the network. The Executive Director's responsibilities include but are not limited to:

- Setting the long-term vision and direction for the organization;
- Setting and managing to org-wide goals in service of KIPP Nashville's mission;
- Leading the team to accomplish its mission by setting and pursuing rigorous goals;
- Securing the resources needed to accomplish the organization's goals;
- Developing and strengthening the organization's culture;
- Leading the KIPP Nashville Regional Leadership Team (RLT), and;
- Reporting to the KIPP Nashville Board of Directors.

### ***Head of Schools***

Katherine Baker is KIPP Nashville's Elementary Head of Schools (HOS). Kate brings over twenty years in education and leadership to the KIPP Nashville team. Kate holds a BA from Yale University and an MA in Elementary Education from Columbia University and an MA in Educational Leadership from Loyola Marymount University. Kate joined the KIPP Nashville team in 2019 after serving as an elementary school principal in the Achievement First charter school network.

Tiffany Russ is KIPP Nashville's interim Secondary Head of Schools (HOS). Tiffany brings over ten years in K-12 and higher education leadership to the KIPP Nashville team. Tiffany holds a BA from Jackson State University and an MS in Higher Education from University of West Alabama and an MA in Education Leadership and Administration from The Broad Center. Tiffany joined the KIPP Nashville team serving on the KIPP Through College team, and has since been promoted to be the KTC Director, accepted into and completed the Broad Fellowship, and served as a KIPP Nashville principal.

Heads of school responsibilities include but are not limited to:

- Setting the vision and goals for school performance, including: student achievement and talent retention and development
- Drive the regional academic core strategy development and implementation, in conjunction with the regional Academics team
- Direct management of principals within their grade bands
- Development of our future principals through our Principal in Residence program
- Participating on the RLT to set annual goals and strengthen the KIPP Nashville team

### ***Chief Operating Officer***

Adrianna Clemons is KIPP Nashville's Chief Operating Officer (COO). Adrianna brings over a decade of educational and leadership experience to the KIPP Nashville team. Adrianna holds a BA from Vanderbilt University and an MA from Rice University. She first joined the KIPP Nashville team in 2007 as the founding high school placement manager. In this role, she launched the KIPP Through College team, served as Dean of Students, Director of Operations, and interim Principal of KIPP Academy Nashville. In 2018, Adrianna was promoted to KIPP Nashville's COO, and in this role her responsibilities include but are not limited to:

- Setting the vision and goals for school-based operations;
- Working in conjunction with the Head of Schools - Operations, the COO manages all school-based operations leaders (Directors of Operations: DOOs);
- Training and developing future DOOs and managing all DOO succession planning, and;
- Participating on the RLT to set annual goals and to strengthen the KIPP Nashville team.

### ***Chief Financial Officer***

Dan Gennaoui is KIPP Nashville's Chief Financial Officer (CFO). Dan brings over fifteen years of education and leadership experience to the KIPP Nashville team. Dan joined KIPP Nashville as COO in July, 2015. Prior to his work at KIPP, he served as Associate Chief Operating Officer at UnCommon Schools in New York City, managing 6 elementary schools in Brooklyn, NY. Dan was a 2004 Teach for America Corps Member, teaching in the Bronx, NY and later in New Orleans, LA. Dan holds an MBA from Columbia Business School, an MA from Bank Street College of Education and a BS from Cornell University. In 2018, Dan became KIPP Nashville's inaugural CFO, where his responsibilities include but are not limited to:

- Setting the vision for long-term org-wide financial health and sustainability;
- Leading all finance and accounting functions;
- Directing the org-wide budgeting process;
- Serving as liaison to the KIPP Nashville Board Finance Committee, and;
- Participating on the RLT to set annual goals and to strengthen the KIPP Nashville team.



RLT members work together to provide leadership, support and accountability for all KIPP Nashville schools. Each leadership team member manages staff and ensures schools have the support needed to achieve KIPP's mission through strong and financially sustainable academic and operational performance.

**Chief Talent Officer**

Lindsay Wright is KIPP Nashville's Chief Talent Officer. Lindsay brings nearly 20 years of experience in education and leadership to the KIPP Nashville team. Lindsay joined the KIPP Nashville team as the Director, Talent Development and Management in July 2015, served as head of Human Resources, and was promoted to Chief Talent Officer in 2020. Prior to her work at KIPP, Lindsay taught in Charlotte, North Carolina and worked in new teacher training and development through Teach For America in both Memphis and Nashville. Lindsay holds her BA from Rhodes College. Lindsay's responsibilities include but are not limited to:

- Setting the vision, goals, and strategy for short and long-term talent goals related to acquisition, retention, and promotion
- Leading the core talent functions and teams of Human Resources, Talent Recruitment and Selection, Performance Management and Talent Development
- Partner with Heads of Schools on talent development for senior leaders in schools and across the region
- Lead the regional School Support Team through strategic planning and year long coordination and collaboration, which includes each functional area across the region
- Participating on the RLT to set annual goals and to strengthen the KIPP Nashville team

RLT members work together to provide leadership, support and accountability for all KIPP Nashville schools. Each leadership team member manages staff and ensures their schools have the support needed to achieve the school's mission through strong and financially sustainable academic and operational performance.

**Network Organizational Charts**

Attachment M outlines the reporting structure of the organization, including the Board of Directors, regional office (KNSST), and the proposed school in years 1, 3, and 5. The school will not contract with a CMO or other external management provider.

**Centralized Support**

KSNCP-MS and all KIPP Nashville schools benefit from the support of the KNSST. This team leverages expertise and experience that would be otherwise unavailable to a standalone school because of the economy of scale. The team will add staff members over the growth of the network to provide services for each school site so that school leadership can focus on student growth and success. See Attachment M.

**Decision-Making Responsibilities**

Function	Network Decision-Making	School Decision-Making
Performance Goals	Executive Director	Principal
Curriculum and Assessments	Head of Schools	Principal
Professional Development	Head of Schools	Principal

Data Management	Head of Schools	Director of Operations
Promotion Criteria	Head of Schools	Principal
Culture	Head of Schools	Principal
Budgeting, Finance, and Accounting	Chief Financial Officer	Director of Operations
Student Recruitment	Chief Operating Officer	Director of Operations
School Staff Recruitment and Hiring	Chief Talent Officer	Principal
HR Services (payroll, benefits, etc.)	Chief Talent Officer	Director of Operations
Development/Fundraising	Development Director	Director of Operations
Community Relations	Director of Communications	Principal
IT	Chief Operating Officer	Director of Operations

## 2.14 Network Governance

- (a) As applicable, describe the governance structure at the network level and how that relates to each individual school. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? The remaining questions in this section apply only to a network-level board.
- (b) Discuss the plan for satisfying the statutory requirement of either having a parent from one of the network's Tennessee schools serve on the governing body, or having advisory councils at each school.
- (c) Describe the size and composition (current and desired) of the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.
- (d) Discuss the powers and duties of the board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.
- (e) Explain how this governance structure and composition will help ensure that a) the proposed school will be an educational and operational success; and b) the board will evaluate the success of the proposed school and leader.
- (f) Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
- (g) Will the charter be held by the same existing non-profit board or will a new board be formed?
  - If the existing board will also govern the proposed school:
    - Include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e., add members, redistribute roles, responsibilities, etc.).
    - Discuss any plans to transform the board's membership, mission, and by-laws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.
  - If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the proposed school, organizational chart, and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.

### Characteristics of a strong response:

1. If there is a network board that operates as the main governing body with each school having an advisory committee:
  - Applicant provides a complete description of the governance structure at the network level and delineates how that relates to each individual school within the network.
  - Applicant provides a robust plan for ensuring there is adequate local/Tennessee stakeholder representation.
  - Roles and responsibilities of this board are described clearly and concisely.
  - Applicant describes the current size and composition of the governing board, with a rationale of how the current/proposed governance structure and composition will ensure the desired outcomes of a network of highly effective schools.
  - There is a clear and compelling plan to evaluate academic and operational success, including the evaluation of the school and school leader(s).
2. If there will be one governing board for all schools at the local level:

- Applicant provides a clear, detailed description of the governance structure at the network level and how it relates to the individual school, including any changes that will take place at the board level for it to be effective (if necessary).
- A copy of the by-laws and organizational chart is included.
- There is a clear, thorough plan to transform the board's membership, mission and by-laws to support the expansion plan. The plan should include a timeline for the transition and orientation of the board to its new responsibilities.
- There is a plan in place for board training as required by Tennessee law.

## Network Governance

The KIPP Nashville Board of Directors founded and successfully governs the seven KIPP Nashville schools currently in operation. As a charter Board with eighteen years experience in Nashville, the KIPP Nashville Board of Directors will continue to leverage its experience and collective network in its governance of KSNCP-MS. The members of the KIPP Nashville Board of Directors have demonstrated experience with both local and national business leadership, legal expertise, government leadership, and philanthropic organizations. Additionally, current Board members have acquired extensive experience in working as a team to manage the interests of KIPP Nashville and many participated in the founding of the three KIPP Nashville schools currently in operation. This experience is invaluable as they work together to assist in the establishment of KSNCP-MS.

KIPP Nashville, as the sole governing body of all current and future KIPP Nashville sites, will govern and advocate for the region of schools as a whole. The Board will continue to monitor school progress through quarterly data reviews of school and regional performance. The KNSST, which ultimately reports to the Board, will manage each individual site within the region of schools, providing leadership, shared services support, and advocacy for each school as a part of their portfolio.

The KIPP Nashville Board is responsible for the direction, oversight and support of the KIPP Nashville team. To accomplish this work, the Board has six core responsibilities:

- Keeper of the vision and strategy
- Leadership oversight and development
- Board self-management
- Provide resources
- Remove obstacles
- Risk management

The Board manages each of these responsibilities through an annual cadence that includes annual goal-setting, quarterly Board meetings and monthly committee meetings. Board committees are structured to execute on these core responsibilities, with each committee driving one or more core responsibilities. The Committee on Directors owns the vision and strategy, ensures the Board's self-management is strong, and also evaluates the Board's sole employee, KIPP Nashville's Executive Director. The Finance Committee leads risk management efforts by providing financial oversight through monthly reviews of balance sheets and budget-to-actuals and an annual review of the KIPP Nashville financial audit. The Development Committee provides the organization with needed resources to ensure KIPP has the funds needed to operate schools through growth until they are fully sustainable on public funding. Finally, the Real Estate Development Committee removes obstacles associated with new site cultivation, land acquisition and construction by providing the CFO with thought partnership coupled with real estate and financing expertise.

The Board balances school and network interests through this committee structure and by regularly reviewing network and school performance against KIPP's Six Essential Questions:

1. Who are our students?
2. Are our students staying with us?

3. Are our students progressing and achieving academically?
4. Are our students climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?

Prior to each quarterly Board meeting, the KIPP Nashville Board receives a data packet providing detailed school and network performance against these indicators. The Board then provides the Executive Director with feedback and direction to ensure the interests of both the network and each individual school are balanced and, when problems arise, quickly addressed and solved.

The Board regularly invites key stakeholders to speak to the Board to ensure their needs are represented and being met both by the network and by individual schools. For example, in August of 2021, the board invited a panel of aspiring school principals (Principals in Residence) to discuss their individual professional development experiences, what they are seeing while leading through COVID at our schools, and how the board could be more supportive of our students, families, and staff. The board holds the Executive Director accountable for ensuring the KIPP Nashville team responds quickly and appropriately to the needs of stakeholders.

### **Board Composition**

The Board is currently composed of fourteen members, who collectively keep the vision and set direction for the organization. KIPP Nashville recruits and selects Board members who can increase the Board's performance in one or more of the following areas:

- Leading complex and / or growing public or private sector organizations
- Fundraising and / or advocacy work
- Community and / or policy leadership

In addition to cultivating candidates who can strengthen the Board in these competencies, the KIPP Nashville Board also annually appoints a minimum of one parent to the Board of Directors.

### **Role of the Board in School Success (and Principal Evaluation)**

The KIPP Nashville Board of Directors evaluates the KNSST Executive Director in his management of Principals and school sites. Through a comprehensive annual evaluation, the Board assesses measurable outcomes and goals set forth annually (in alignment with the region's strategic plan). The Board provides the Executive Director with the support, resources and coaching necessary to successfully lead the region of schools. The Executive Director's primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP Nashville region. Each Principal will report to the Head of Schools, who manage Principals against school-level goals annually.

## 2.15 Personnel/Human Capital – Network-wide Staffing Projections

Complete the following table, indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support staff that serve the network 50% or more of their time. Change or add functions and titles as needed to reflect organizational plans. If the proposed school plans to use a staffing model that diverges from the school staffing model in the original application, please explain.

Characteristics of a strong response:

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

<b>Metric</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Number of elementary schools	3	3	3	4	4
Number of middle schools	3	3	3	4	4
Number of high schools	1	1	2	2	2
<b>Total number of schools</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>10</b>
Total student enrollment	3,058	3,184	3,294	3,608	3,915
<b>KIPP Nashville School Support Team Staff</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2024-25</b>
Executive Director	1	1	1	1	1
Chief of Schools	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1
Chief Talent Officer	1	1	1	1	1
Head of School Operations	1	1	1	1	1
Head of School Academics	2	2	2	2	2
Director of KIPP Through College	1	1	1	1	1
Director of Student Support Services	1	1	1	1	1
Financial Controller	1	1	1	1	1
Director of Planning and Budget	1	1	1	1	1
Director of Regional Operations	1	1	1	1	1
Director of Development	1	2	2	2	2
Director of External Relations/Communications	1	1	1	1	1
Director of Enrollment	1	1	1	1	1
Director of Talent Recruitment	1	1	1	1	1
Director of Humanities	1	1	1	1	1
Director of Music	1	1	1	1	1
Director of School Culture	0	1	1	1	1
Director of Data	1	1	1	1	1
Director of STEM	1	1	1	1	1
Director of Special Projects	0	1	1	1	1
ELA Manager - K-2 Literacy	1	1	1	1	1
ELA Manager - 3-5 Literacy	1	1	1	1	1
ELA Manager - K-8 Social Studies	0	0	0	1	1
STEM Manager - K-4 Math	1	1	1	1	1
STEM Manager - K-8 Science	1	1	1	1	1
Academic Team Directors	0	2	2	2	2
Regional Operations Manager	0	0	1	1	1
Data Managers	2	2	2	2	2
KIPP Through College Managers	2	3	3	3	3
Human Resources Manager	1	2	2	2	2
Talent Recruiters	2	4	4	4	4
Manager of Regional Operations	1	1	1	1	1
Marketing/Event Manager and Executive Asst.	1	1	1	1	1
Manager of Annual Giving	1	1	1	1	1
Accounting Manager	1	1	1	1	1
Accountants (Insourcing)	1	1	1	2	2
Transportation Manager	2	2	2	2	2
Outreach Managers	2	2	2	2	2
School Nurses	1.5	1.5	2	2	2
Principals In Residence*	3	3	3	3	3
Director of Operations In Residence*	2	2	2	2	2
<b>Total FTEs on School Support Team</b>	<b>48.5</b>	<b>57.5</b>	<b>59</b>	<b>61</b>	<b>61</b>

\* Principals in Residence and Director of Operations In Residence are FTEs of KIPP Nashville schools but are included again in the KNSST staffing model to reflect the intensive support provided by the KNSST.

<b>KIPP Nashville Elementary School Staff</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Principals	3	3	3	4	4
Assistant Principals	6	6	6	7	8
Dean of Students	3	4	4	5	5
School Counselor	6	6	6	7	8
Director of Operations	3	3	3	4	4
Operations Coordinator	3	3	3	4	4
Office Manager	3	4	3	4	4
Classroom Teachers	50	51	51	57	60
Exceptional Education Team	23	24	24	26	27
Enrichment Teachers	12	13	13	15	16
Associate Teachers	21	21	21	27	27
<b>Total FTEs at elementary schools</b>	<b>133</b>	<b>138</b>	<b>137</b>	<b>160</b>	<b>167</b>
<b>KIPP Nashville Middle School Staff</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
Principals	3	3	3	4	4
Assistant Principals	2	2	2	3	4
Dean of Students	3	3	3	4	4
School Counselor	3	3	3	4	4
Director of Operations	3	3	3	4	4
Operations Coordinator	3	3	3	4	4
Office Manager	3	3	3	4	4
Classroom Teachers	60	64	64	68	72
Exceptional Education Team	14	15	15	17	19
Enrichment Teachers	9	9	9	10	11
Additional Teacher Positions	3	4	4	5	5
<b>Total FTEs at middle schools</b>	<b>106</b>	<b>112</b>	<b>112</b>	<b>127</b>	<b>135</b>
<b>KIPP Nashville High School Staff</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2024-25</b>
Principals	1	1	2	2	2
Assistant Principals	2	4	4	4	4
Dean of Students	1	1	2	2	2
School Counselor	1	1	2	2	2
Behavior Support Specialist	2	2	3	4	4
Dean of College Counseling	1	1	2	2	2
Director of Operations	1	1	2	2	2
Operations Coordinator	1	1	2	2	2
Office Manager	1	1	2	2	2
Classroom Teachers	31	31	38	45	52
Exceptional Education Team	6	6	7	8	9
Enrichment Teachers	3	3	4	5	6
<b>Total FTEs at high schools</b>	<b>51</b>	<b>53</b>	<b>70</b>	<b>80</b>	<b>89</b>



## SECTION 3: FINANCIAL PLAN AND CAPACITY

### 3.1 Planning and Budget Worksheet (Attachment N)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's website, as Attachment N. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities plans
- (d) Explicitly detail major assumptions including but not limited to:
  - Student enrollment;
  - All anticipated funding sources<sup>1</sup>, including:
    - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
    - Other government resources
    - Private fundraising
    - eRate
    - Student fees
  - Compensation, including:
    - Salary table and number of staff by position
    - Yearly pay increases
    - Pension contribution and other benefits
  - Line items for each major expense and delineation of assumptions, including:
    - Instructional materials and supplies
    - School equipment and furniture
    - Technology for student and teacher use
    - Professional development
    - Student assessments
    - Student information system
    - Special education services
    - Student activities
    - Authorizer fee
    - Contracted services at school (audit, I/T, etc.)
    - Rent, utilities and other facility expenses
    - Office supplies and equipment
    - Technology for administrative use
      - Fundraising materials and resources (non-staff)
      - Marketing costs
      - Management fees and any other management compensation to the CMO or network (if applicable)
      - Capital, contingency, and insurance reserve funds

<sup>1</sup> Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

Characteristics of a strong response:

- The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant's internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

The Planning and Budget Worksheet is included as Attachment N.

## 3.2 Budget Narrative (Attachment O)

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

- (a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- (b) An explanation of student enrollment and BEP projections;
- (c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;
- (f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;
- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;
- (h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
- (i) The level of financial expertise of the proposed school's internal and external team members;
- (j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- (l) How one or more high-needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Characteristics of a strong response:

- The budget worksheet (Attachment N) contains reasonable assumptions and budget numbers that reflect all start-up expenses.
- The applicant identifies financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.
- Sound criteria and procedures are in place for selecting contractors for any administrative services.
- There is a high level of financial expertise amongst the applicant's internal and external team members.
- The start-up and five-year operating budgets are complete, realistic and viable.
- The applicant's budget narrative (Attachment O) clearly explains and supports all revenue and cost assumptions.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated

The budget narrative is included as Attachment O.

### 3.3 Network Financial Plan (Attachment P)

In this section:

- (a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- (b) Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.
- (c) Provide, as Attachment P, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:
  - A back-office budget;
  - Financial implications of facilities plans;
  - All major assumptions including but not limited to:
    - Student enrollment;
    - All anticipated funding sources<sup>2</sup> (at the network level), including:
      - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
      - Other government resources;
      - Private fundraising;
      - eRate;
      - Student fees;
  - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
  - Management fees and any other management compensation to the CMO or network (if applicable); and
  - Capital, contingency, and insurance reserve funds.

<sup>2</sup> Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.

Characteristics of a strong response:

- The applicant provides a detailed description of the fiscal health of other schools in the network, including a comprehensive description of any schools on fiscal probation or in bankruptcy.
- The applicant provides a complete, realistic, and viable budget for the network (Attachment P). The budget includes reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated) and including evidence of firm commitments where applicable.
- The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

#### Fiscal Health

The KIPP Nashville network of schools has a strong fiscal profile, evident through the network's increasing fund balance (from \$16.6M in FY20 to \$24.2M in FY21), strong enrollment, and a robust waiting list for attendance. No schools are on fiscal probation nor are in bankruptcy.

#### Fundraising

The KNSST Development Team currently consists of three full-time employees: the Director of Development, Director of Communications and External Affairs, and Manager of Annual Giving. The Development Team cultivates relationships with local foundations, corporations, and individuals

interested in providing support to KIPP Nashville and its schools. With the Development Team leading these efforts, the Principal of KSNCP-MS will be able to focus on the school's education program, rather than fundraising.

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

### **Network Budget**

A detailed budget for the network is included as Attachment P.

## SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

### 4.1 Past Performance

For applicants with only one school in their network, please mark not applicable where necessary.

In this section:

- (a) Describe the educational program at your existing school(s) and whether or not it is a success.
- (b) Provide detailed student achievement and growth results for each school in the network, including results for grade levels not tested on state assessments, as Attachment Q.
- (c) Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.
- (d) If applicable, provide the graduation rates for each school in the network.
- (e) Select one or more of the consistently high-performing schools that the network operates, and discuss the school's performance.
  - Be specific about the results on which you base your judgment that the school is high-performing.
  - Discuss the primary causes to which you attribute the school's distinctive performance.
  - Discuss any notable challenges that the school has overcome in achieving its results.
  - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.
- (f) Select one or more of the network's schools whose performance is relatively low or not satisfactory and discuss the school's performance. Be specific about the results on which you base your judgment that performance is unsatisfactory.
  - Describe the primary causes to which you attribute the school's problems.
  - Explain the specific strategies that you are employing to improve performance.
  - How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?
- (g) For all schools operating under another authorizer: provide, as Attachment R, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).
- (h) For all schools operating in the state of Tennessee: provide the following in Attachment S: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- (i) List any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.
- (j) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.
- (k) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.

- (I) Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in Attachment T, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

**Characteristics of a strong response:**

- Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the operator's schools are high performing and successful (Attachment Q).
- Graduation rates are indicative of highly successful strategies (if applicable).
- Applicant selects one or more of the organization's consistently high-performing schools and provides a detailed narrative outlining primary causation of high-quality, high-performing status, along with a description of challenges met and overcome.
- Applicant selects one or more of the organization's low or unsatisfactorily performing schools and provides a detailed narrative outlining primary causation of low performing school(s) in the network and specific strategies outlined that corrected, or will correct, the deficiencies (if applicable).
- If the school is operating under another authorizer, the school's performance report or authorizer evaluation (Attachment R) is favorable.
- Latest audit (Attachment S) shows no findings and is prepared in accordance with generally accepted accounting and auditing principles as outlined in Tennessee law.
- The organization is in good standing wherever its schools are located, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies (if applicable, Attachment T).

KIPP Nashville opened its first school, KIPP Academy Nashville (KAN), in 2005. This school was the first public middle school in Nashville with a college-focused mission. In the seventeen years since its opening, KAN has regularly been recognized as one of the top public schools in the state of Tennessee. During this time, KIPP Nashville has expanded to open six additional schools: three elementary schools, two additional middle schools, and one high school.

KIPP Nashville schools are consistently rated among the highest-performing schools in Tennessee. Since 2013, KIPP schools have been eligible to receive school-wide TVAAS ratings 14 times prior to the Pandemic. In 12 of those instances as reflected in the list below, KIPP schools have received a Level 5, the highest possible performance designation:

- KIPP Academy Nashville (grades 5-8): Level 5 four times (2015, 2017, 2018, and 2019)
- KIPP Nashville College Prep (grades 5-8): Level 5 four times (2015, 2017, 2018, and 2019)
- KIPP Nashville Collegiate High School (grades 9-12): Level 5 three times (2015, 2016, 2017)
- KIPP Kirkpatrick (grades K-4): Level 5 once (2019)

In addition to receiving Tennessee's highest designation for student growth, KIPP Nashville schools have also consistently been recognized by the state of Tennessee as Reward Schools. The following KIPP Nashville schools were named Reward Schools by the state of Tennessee in 2017, 2018 and 2019:

- 2019: KIPP Academy Nashville, KIPP Nashville College Prep, and KIPP Kirkpatrick
- 2018: KIPP Academy Nashville
- 2017: KIPP Nashville College Prep and KIPP Nashville Collegiate High School

Beyond the strong student performance on state tests, KIPP Nashville students regularly achieve at high levels on nationally normed tests. Chief among these national tests is the ACT college entrance exam. All KIPP Nashville schools prepare students with the fundamental building blocks that will help them learn to read and become flexible problem solvers through elementary and middle school. By the time KIPP students reach their senior year of high school, they post some of the top ACT scores in the state, with

nearly 60% of KIPP Nashville seniors regularly reaching a 21+ on the ACT, compared with 40% of all Tennessee seniors and 30% of all Nashville seniors reaching that achievement level.

KIPP Nashville Collegiate High School's graduation rate for the class of 2021 was 85%, compared with 82% for MNPS and 69% for the geographically-closest zoned public high school, according to the Tennessee State Report Card.<sup>8</sup>

KIPP Nashville's network performance has been consistently strong, and the original school - KIPP Academy Nashville (KAN) - has in many ways proved to be the most consistently high-performing school in the network. KAN's consistent high performance can be attributed to leadership consistency, a strong adult culture centered around growth and improvement, and a commitment to setting consistently high expectations for students. Because of these factors, KIPP Nashville is now led by its third Principal in the last 15 years. In addition to leadership stability, the adult culture of this school has been consistently built and maintained around the principles of grit (working hard and constantly growing), shine (having fun and enjoying the challenges and successes), and team (working together as an aligned, cohesive unit). Finally, the KAN team has held incredibly consistent student expectations, both academically and for behavior, over the past 15 years, guided by both a curriculum and student handbook that have been remarkably consistent over the years.

While we are proud of the performance of the network of KIPP Nashville schools and of KIPP Academy Nashville as the most established and most consistently high performing school in the network, schools do occasionally struggle in one or more areas. When this happens, the KIPP Nashville RLT intervenes to provide the supports and/or interventions needed to help that school get back to a trajectory of excellence.

One example of this happened when KIPP, at the request of the MNPS Board of Public Education, took over management of a chronically low-performing MNPS elementary school.

In 2015, MNPS asked KIPP Nashville to turn around Kirkpatrick Elementary School, which had chronically been one of the lowest-performing MNPS schools. The year prior to KIPP's intervention, fewer than 5% of Kirkpatrick students passed the TCAP exam in reading or math. In 2018-19, our fourth year of operations, KIPP Kirkpatrick became eligible to receive a TVAAS score, the state's measure for student growth. In 2018-19, the most-recent non-interrupted year of TCAP testing, KIPP Kirkpatrick earned the top overall TVAAS score, a Level 5, compared with MNPS's overall score of a Level 3. Further, the Tennessee Department of Education's annual Report Card shows that both black students and economically disadvantaged students at KIPP Kirkpatrick "demonstrated high absolute achievement" and earned the Report Card's highest growth rating of 4.0. As a result of its strong achievement and growth results, KIPP Kirkpatrick was named a Reward School by the state of Tennessee in 2019.

KIPP Nashville continues to push student performance at KIPP Kirkpatrick with an emphasis on reading. At the midyear point, 71% of KIPP Kirkpatrick students are on track to grow a year or more in reading on the mCLASS reading exam.

KIPP Nashville's existing elementary school in Antioch (KACPE) has already demonstrated a strong ability to assist in growing students in the Antioch community. In fact, KACPE has demonstrated some of the strongest student growth rates in the entire KIPP network on the NWEA MAP assessment. In reading, 89% of KACPE's students made typical growth, and in math, 95% of KACPE's students made typical growth. These results are extremely favorable when compared with the most recent publicly available MNPS MAP results, which showed that between 59-65% of MNPS elementary school students made typical growth in reading while between 55-66% made typical growth in math. KACPE's MAP results demonstrate our ability to assist in growing students in Antioch much as KIPP Kirkpatrick's TVAAS results demonstrate our ability to assist in growing students over time.

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<sup>8</sup> Graduation rate reported by the Tennessee State Report Card (<https://www.tn.gov/education/data/report-card.html>)



KIPP Nashville's approach to progress monitoring and quick responsiveness with both supports and interventions helped accelerate the turnaround of Kirkpatrick from a chronically under-performing school to a Reward school.

KIPP Nashville and its schools are in good standing. Neither KIPP Nashville nor its schools have been subject to any of the following:

- contract terminations;
- charter revocations, non-renewals, shortened or conditional renewals, withdrawals, or non-openings;
- performance deficiencies or compliance violations that have led to formal authorizer intervention in the last three years, or;
- litigation or arbitration proceedings.