Amended Application for a Public Charter School Saber STEM Academy

Contents

1

2

Amended Application for a Public Charter School
Saber STEM Academy
GENERAL INFORMATION

Name of proposed school: Saber STEM Academy

Projected year of school opening with the identified authorizer: 2023/2024 school year

Charter authorizer for proposed school: Metro Nashville Public Schools

    Sponsor/Sponsoring entity: Salman Community Services

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

Model or focus of proposed school: K-8 STEM Programming

City or geographic community for proposed school: Cane Ridge Cluster of Antioch TN

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices
    regarding this application): Dr. Lorilyn Coggins, Special Projects Coordinator

Primary Contact mailing address: 27704 Franklin Road, Southfield MI 48034

Primary Contact work telephone: (248) 327-7673   Primary Contact mobile telephone: (810) 813-8973

Primary Contact email address: lorilyn@emaninc.com

Names, current employment, and roles of all people on school design team, including school leader

Full name	Current employer and job title	Position with proposed school
Ahmed Saber	CEO, Education Management & Networks, Inc.	Charter Management Organization
Ehab Hassan	COO, Education Management & Networks, Inc.	Facilities and Operations Director
Dr. Azra Ali	Superintendent, Education Management & Networks, Inc.	Superintendent
Dr. Randy Specks	Director of Education, Education Management & Networks, Inc.	Director of Education
Dr. Lorilyn Coggins	Compliance Director/Special Projects, Education Management & Networks, Inc.	Compliance Director

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

If yes, identify the CMO or other partner organization: Salman Community Services

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

Indicate Applicant Type:

X Out-of-State Sponsor (Category 2)

3

Amended Application for a Public Charter School
Saber STEM Academy
Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for <u>Saber STEM Academy</u> 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: *Ahmed Saber*

Ahmed Saber, Executive Director of Salman Community Services

Amended Application for a Public Charter School
Saber STEM Academy
Executive Summary

Executive Summary

Proposed School Plan

Saber STEM Academy will provide equitable access to high quality STEM pathways for diverse K-8 children. By cultivating a family of students and staff who solve problems through collaboration, innovation, passion, patience, and empathy, SSA will achieve its stated goals. The Academy's curriculum is structured and aligned with the Tennessee Academic Standards and NGSS along with the tenets of the framework from National Institute of STEM Education to ensure high quality education. In addition, SSA will seek community partnerships from the Tennessee STEM Alliance and other local stakeholders to provide the robust STEM program to culturally and linguistically diverse students living in the Antioch community. In addition, the Academy will provide students with an opportunity to immerse in an elective Arabic language program specifically tailored to the needs of the community based on the January 2022 parent survey. At Saber STEM Academy, we value our students' backgrounds, cultural traditions, and languages that they speak. Bilingualism and multilingualism are highly valued as an asset and our staff will work closely with the students to continue to cultivate this asset-based mindset. We are committed to recruiting a diverse group of teachers and paraprofessionals who will help all students succeed in the cutting-edge STEM Program. Language learning supports are offered to those students whose native language may not be English. Using a research-based framework called Sheltered Instructional Observation Protocol all teachers will be able to work with English language learners to ensure equity. Students whose native language is not English will receive tailored instruction to develop their academic language through carefully designed lessons that promote both cognitive and basic interpersonal skills. Saber STEM Academy plans to provide students with bilingual translators to support their learning needs. All instructional materials are research-based and/or evidence-based and available in English only at this time. However, individualized materials in Spanish, Arabic and Somali will be developed and provided to those students who require appropriate supplemental resources. Ultimately, the SSA goal is to provide an equitable and inclusive environment to support all students with high-quality programming as they aim to achieve their personal best.

Target Population

Saber STEM Academy will reach out to the underserved foreign-born population in Southeast Nashville and provide a more meaningful educational experience, in a safe welcoming environment. The foreign-born population has grown tremendously in the Antioch/Cane Ridge community over the past two decades. The Cane Ridge Cluster, with an English Language Learner population of 28.4 % is an ideal student population to serve.

The cultural diversity that Southeast Nashville has experienced in the past twenty years provides an important foundation for Saber STEM Academy. Saber STEM Academy will serve all students with a laser-focus on the foreign-born population, providing English language supports and native language instruction to promote greater literacy with 21st century STEM skills while celebrating linguistic and cultural diversity. The growing immigrant community in Davidson County highly values education and college-educated parents are looking for a safe and culturally friendly school for their children to pursue technology and college preparatory academics.

Amended Application for a Public Charter School
Saber STEM Academy

The competitive strengths at SSA will ensure that all students reach their highest potential. Students will learn to appreciate their heritage by participating in programs designed to create a greater understanding of cultural differences and diversity; focused on building strength of character in an interpersonal and instructional environment where the development of a self-actualized competitive ethos is valued. In alignment with the characteristics and interests of this diverse population, the academy will provide a comprehensive STEM program to support the reported field of studies in which this target population is most likely to succeed.

Educational Challenges

The analysis of parent surveys from January 2022, document an identified need in the Antioch community for high performing schools that cater to the growing EL population. Currently, the Cane Ridge cluster schools are underperforming as indicated by proficiency scores which are below 25% in reading and math. In addition, there is a need for culturally responsive pedagogical programming that embraces the diversity of the community with Arabic language instruction and a tailored EL curriculum. Stakeholder responses also highlight the importance of a safe and community-based school environment where their children can express their own identities and feel socially and emotionally confident.

Saber STEM Academy will be an inclusive school community with programming designed to provide all students with equitable access. All students are welcome at SSA regardless of social or economic backgrounds. SSA will use a diagnostic and prescriptive approach to tailoring instructional programs for all students. Using qualitative and quantitative data indicators, each student is guaranteed a viable curriculum to meet his or her individualized needs and succeed in the specialized STEM Program. SSA instruction is differentiated to allow students to excel in their Zone of Proximal Development, which is the "just-right" challenge for students based on current skills.

Saber STEM Academy's laser focus on individualized attention to students will make it a unique experience. SSA teachers will know more than each student's name and grade. Teachers will identify learning modalities, unique strengths, and areas where students can excel to become the best version of themselves. Using mixed-ability groupings, students will have multiple opportunities to showcase their own talents and dispositions. SSA believes in a multiple-intelligence framework and strives to provide students with various hands-on, mind-on and problem-based activities to nourish student interests. At SSA, each student will find passion through a transdisciplinary approach to teaching and learning. Using a Whole-child, Whole school and Whole community model, students will learn 21st century skills to become effective communicators, collaborators, contributors, and critical problem-solvers.

Team Capacity

The leadership team has over ten decades of combined experience establishing and operating high quality charter schools that focus on the underserved population of foreign-born students. With backgrounds ranging from integrating instructional methods in a culturally competent manner to information technology to growing human capital systems, the team understands the process of not only establishing a new school, but effectively managing and leading its growth into the future.

Amended Application for a Public Charter School
Saber STEM Academy
Section 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1   School Mission and Vision

(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.

Mission: Saber STEM Academy (SSA) will provide access to high-quality, equitable K-8 STEM education for culturally and linguistically diverse students in a safe, inclusive and nurturing environment. We are committed to cultivating a family of multilingual students and staff who solve problems through collaboration, innovation, passion, patience, empathy, and thoughtful discourse to make this world a better place and best for all.

To support this mission, *three major educational goals* have been adopted:

SMART Goal 1 is to enable long-term English language students to acquire a firm command (speaking, reading, and writing) of the English language, along with demonstrated literacy (reading and writing) in their native language. Students in the ELL Program will make growth by at least one level as indicated on the WIDA assessments annually and exit ELL status within five years of first enrolling at the Academy.

SMART Goal 2 is to provide a comprehensive well-rounded education with a concentrated focus on science, technology, engineering, and math (STEM). Striving for equity, diversity, and inclusion, the Academy will increase all students' mastery of STEM concepts and skills as measured by 100% participation in hands-on STEM activities documented through student portfolios. SSA will provide equitable opportunities for all students to engage in high quality STEM learning in a program aligned to recognized as set by the National Institute for STEM Education (NISE).

SMART Goal 3 is to qualify all students for entrance into secondary education and prepare them for success in work and life. Most importantly, SSA will reduce the learning gap between ELL students and non-ELL students. The Academy will ensure that 100% of 8th grade students will complete Xello and complete an educational development plan (EDP) to prepare for a college-ready high school.

These goals will be achieved in a manner that is consistent with the Every Student Succeeds Act (ESSA) or any other federal regulation as set forth by the United States Department of Education.

(b) Describe the vision of the proposed school and how the vision will help achieve the school's mission.

A Policy Research Brief published by the National Council of Teachers of English in 2008 recommends that English Language Learners (EL) should be presented with challenging curricular content with high expectations through the effective use of technology. They recommend that teachers should know and recognize socio-cultural factors, positioning native languages and home environments as resources. Furthermore, ELLs should be taught the basics of academic literacy while they simultaneously develop their skills in academic English while learning

content in a variety of disciplines. Research also indicates that teachers need research-based professional development (James R. Squire Office of Policy Research).

Additionally, the Center for Social and Demographic Analysis (2009) published a Fact Sheet (2009) wherein they report the following statistics:

- Children in immigrant families learning English are a key to our future.

- Children in immigrant families have diverse language environments.

- Children in immigrant families experience important family strengths.

- Children in immigrant families experience a strong family work ethic.

The authors conclude that "there is a need for education policies, programs, and curricula that encourage fluency not only in English but also in the home languages of children and that foster bilingual spoken fluency and literacy" (September 2009).

Therefore, the **vision** at Saber STEM Academy is to ensure that all students, regardless of socio-economic background or native language, have an equitable opportunity to achieve academic success through access to a quality education. Education should be designed to add value to every student. A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language supports in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs. Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors.   Saber STEM Academy will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate success will be measured by the value that it adds to each student's optimal learning experience and the equitable opportunities that will be provided for all students.

(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).

Under the Saber STEM Academy (hereinafter "SSA") Board of Director's governance, the CMO's operational authority and Metro Nashville Public School's authorization and oversight; SSA will also be strategically planned, operated, monitored, and evaluated to meet T.C.A. §49-12-102(a).

T.C.A. §49-12-102(a) states that the purpose of Tennessee Public Charter Schools is to:

(1) Improve learning for all students and close the achievement gap between high and low students;

(2) Provide options for parents to meet educational needs of students in high priority schools;

(3) Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance;

(4) Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;

(4) Create new professional opportunities for teachers; and

(6) Afford parents substantial meaningful opportunities to participate in the education of their children.

Saber STEM Academy will be located in the city of Antioch in the Cane Ridge cluster, served by Metro Nashville Public Schools.   Currently, the Cane Ridge Zone includes six elementary buildings (Cane Ridge, AZ Kelly, Maxwell, Cole, Eagle View and JE Moss), two middle schools (Marshall, and Antioch) and two high schools (Cane Ridge and the Academy at Hickory Hollow). Antioch Middle School has been identified as a priority school. Saber STEM Academy will provide these parents additional educational options. Therefore, SSA will meet all six stated purposes of T.C.A. §49-12-102(a).

Targeting an EL and at-risk population, SSA will improve learning for all students and close the achievement gap. SSA will provide additional options for parents to meet the educational needs of their students who may currently be attending Antioch Middle School, an identified Priority School. Through a STEM focus, SSA will encourage the use of different and innovative teaching methods which will include project-based learning. SSA will be built on a foundation of site-based management, community partnerships and transformational leadership. Using a variety of assessment tools, SSA will measure the performance of students and faculty and advance student proficiency and achievement on state academic assessment. SSA will create new professional opportunities for teachers in a cutting-edge learning environment that affords parents meaningful opportunities to participate in the education of their children.

(d) Describe how the mission and vision of the proposed school address any priorities set by the authorizer.

In 2018, Metropolitan Nashville Public Schools laid out a plan to invest in STEAM schools with an emphasis on the "Four Cs" - Creativity, Critical Thinking, Collaboration and Communication. Understanding that having an intentional focus on Science, Technology, Math and Engineering promotes innovation and engagement in learning, the instructional priorities of Saber STEM Academy will foster that approach in harmony with MNPS priorities.

The MNPS Strategic Framework cites **LITERACY** as "the district's top academic priority for all students".   The document further lists multiple literacies that are included with this priority:

- Digital Literacy
- Computer Literacy
- Technology Literacy
- Media Literacy
- Political Literacy
- Cultural/Multicultural Literacy
- Visual Literacy
- Bi-Literacy
- Functional Literacy

SSA will develop literacy for all students, including EL and at-risk students, as the gateway for all other learning.

In addition, Metro Nashville Public Schools has published on their website (https://mnps.org/cms/one.aspx?pageId=36885413) the four core tenets that center the MNPS District mission.   The mission and vision of SSA are in alignment with the following:

- Identify and eliminate inequities
- Create and support engaging, rigorous, and personalized learning experiences for all students.
- Empower and equip leaders at all levels.

The driving forces behind the mission and vision of Saber STEM Academy (SSA) are the shared beliefs and values of the development team along with other community stakeholders of the academy as together they envision equitable education opportunities for all students, including immigrant children and long-term English Language Learners. SSA will place a strong emphasis on the ideals of international mindedness and responsible citizenship. SSA will promote the development of self-disciplinary skills to enable students to contribute to the betterment of human culture as bearers of intellectual, scientific, and artistic aspirations for peaceful coexistence on earth.   The mission and vision of SSA are grounded in the beliefs that:

- An innovative educational opportunity should be provided for all culturally and linguistically diverse students, including immigrant students and long-term English Language Learners.
- A unique student population requires various educational strategies and curriculum to support all students in their endeavor to meet or exceed grade level expectations.
- All students deserve the opportunity to be academically successful and productive members of society.
- Students need opportunities and practice in recognizing examples of quality, ethics, and teamwork in life.
- Students require guidance in recognizing that academic preparation and planning, along with personal interest skills, relate to college/career choice and understanding of the student's responsibilities to achieve personal success.

SSA further believes that these values are fully supportive of the following Belief Statements as to what makes for a "good school":

A good school must…

- create and maintain an intense focus on high academic achievement for all.
- engage the community and key stakeholders to develop and sustain a collaborative culture of continuous improvement.
- implement and adhere to consistent policies, procedures, and governance.
- demonstrate fiscal responsibility by allocating financial resources to maximize student achievement.
- use research-based best practices and innovation to create and support a student-driven learning environment focused on the whole child.
- provide a safe, orderly, and nurturing learning environment.
- engage and prepare students for life-long learning, including post-secondary and career opportunities.
- implement and monitor a consistent, aligned system-wide educational program.
- use data to design, make decisions, and evaluate programs, instruction, and resources for continuous improvement.
- have a common mission and philosophy and communicate their purpose to all stakeholders.
- challenge all students.

Amended Application for a Public Charter School
Saber STEM Academy

The mission, vision, and belief statements were developed in collaboration between the development team that includes the members of the proposed CMO, and the proposed members of the Board of Directors of SSA, along with community input from other stakeholders to include prospective parents and teachers.

(e) Describe what the proposed school will look like when it is achieving its mission.

In thoughtful collaboration with the NISE (National Institute for STEM Education) partners, SSA will provide a robust STEM program in a newly renovated, state-of-the-art facility. Sensitivity and understanding of cultural differences, a demanding integrated STEM curriculum, and a well-rounded experience awaits the students of SSA. "…(STEM) occupations are critical to our continued economic competitiveness because of their direct ties to innovation, economic growth, and productivity" (Georgetown University, 2014).

"We need STEM-related talent to compete globally, and we will need even more in the future. It is not a matter of choice: For the United States to remain the global innovation leader, we must make the most of all of the potential STEM talent this country has to offer" (US News, 2012). Engineering for Kids (2016) adds, "STEM occupations are growing at 17%, while other occupations are growing at 9.8%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering, and mathematics workers play a key role in the sustained growth and stability of the U.S. economy and are a critical component to helping the U.S. win the future. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. This innovation and science literacy depends on a solid knowledge base in the STEM areas. …Most jobs of the future will require a basic understanding of math and science."

STEM's primary components are Science, Technology, Engineering, and Mathematics. These core courses are important for students to learn early on because they expand into every part of our lives. Science can be found everywhere around us. Technology continues to expand into every aspect of our lives. While engineering may be viewed as the basic design of roads and bridges, engineering skills are used to tackle the challenges of changing global weather and environmentally friendly changes. Mathematics is woven into every occupation, and even every activity we participate in. By exposing students to STEM and giving them multiple opportunities to explore STEM-related concepts, SSA students will develop passion, hopefully pursue further learning and potentially jobs in a STEM field. The curriculum will be STEM-based and provide real-life situations to help each student learn. STEM activities provide hands-on and minds-on lessons for the student, making math and science both fun and interesting.

Students in STEM programs have been shown to be more challenged in their classes, required to use technology, and more engaged in hands-on learning activities resulting in advanced student achievement. This is the mission of SSA – to nurture students in a culturally sensitive environment and develop a self-actualized ethos leading to greater citizenship, community participation and contributions, as well as lifelong learning and gainful employment. In the book, "English Learners and STEM Subjects" (Francis and Stephens, 2018), it states, "For ELs, success often hinges on engaging in classroom and out-of-school experiences that encourage them to draw on the languages and multicompetences they already control and to connect new concepts with the knowledge they bring from their homes and communities (Moll et al., 1991). When allowed to interact in varied ways to build from what they already know and to develop new technical knowledge at school, ELs can learn STEM content and practices while simultaneously building their proficiency in English beyond STEM."

Saber STEM Academy will promote its mission and vision by achieving these four standards:

Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. This goal is measured by state assessment (TNReady) data.

Standard 2: SSA shall outperform host district/comparable districts on the state assessment(s) - TNReady.

Standard 3: Using a recognized value-added assessment (TVAAS) , SSA shall demonstrate that:

- students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and
- students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

Standard 4: Using a recognized norm-referenced assessment (NWEA), SSA shall demonstrate that:

- students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and
- the percent of students meeting their projected score will average 80% (One year's growth in one year's time).

(f) Describe the innovative or unique features of the proposed schools 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?

In direct response to parental demand, SSA will reach out to the underserved foreign-born population and provide a more meaningful educational experience, in a safe welcoming environment. The *competitive strengths* at SSA will ensure that all students reach their highest potential. Students will learn to appreciate their heritage by participating in programs designed to create a greater understanding of cultural differences and diversity; focused on building strength of character in an interpersonal and instructional environment where the development of a self-actualized competitive ethos is valued. In alignment with the characteristics and interests of this diverse population, the academy will provide a comprehensive STEM program to support the reported field of studies in which this target population is most likely to succeed. Developers have selected STEM programming specifically to address the needs of an English language learner population who research shows learn best through hands-on instruction. Developers are aware that other schools in the MNPS area offer a few STEM programs, but at SSA this STEM program will be designed and implemented using instructional methodologies such as Sheltered Instruction Observation Protocol (SIOP), and a robust Arabic immersion program that support the target population.

1.2 Enrollment Summary

(a) Describe the community from which the proposed school intends to draw students, including the demographic profile and the school zones currently in operation within the proposed community.

Antioch, Tennessee is home to approximately 97,939 residents, 24.8% of whom are foreign-born (up from 13% in 2015 Davidson County Data), closely matching the 21 % EL enrollment at Metro Nashville Public Schools.

Place of birth for foreign-born population
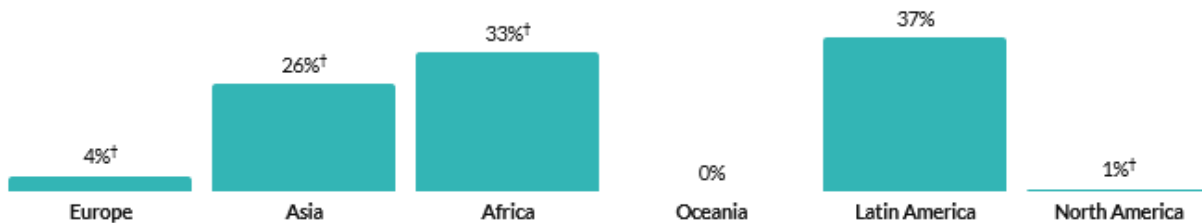
City-data.com reports that 12.2% of the population do not speak English well or they don't speak English at all. The is a significantly higher number than what is reported overall for the State of Tennessee at only 1.5%. The following charts depict the languages spoken in the home.
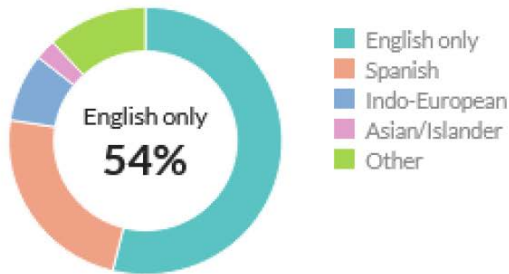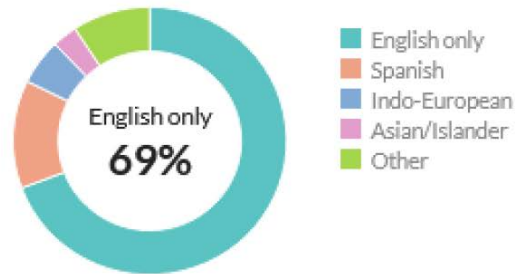
14.1% of the population lives below the poverty level. With 18.7% of the children here below the federal poverty line, this neighborhood has a higher rate of childhood poverty than 61.4% of U.S. neighborhoods. 32.3% of the working population is employed in manufacturing and laborer occupations. The second most important occupational group in this neighborhood is executive, management, and professional occupations, with 25.5% of the residents employed. Other residents here are employed in sales and service jobs, from major sales accounts, to working in fast food restaurants (23.0%), and 18.7% in clerical, assistant, and tech support occupations. The median age is 31.7. Of note is the high percentage of K-12 students reportedly enrolled in private schools (62.2% as compared to the State at 13.7%). 87.9% of residents have a high school diploma and 33% have a bachelor's degree of higher. These statistics reflect strong values for family and education, components on which Saber STEM Academy is founded. The following statistics represent the racial breakdown of the community:

- 41% White
- 34% Black
- 4% Asian
- 17% Hispanic
- 4% Other

Neighborhoodscout.com reports that 1.7% of Antioch residents have Yugoslav ancestry and 6.3% have Arab ancestry. 6.3% of its residents five years old and above primarily speak Arabic at home. While this may seem like a small percentage, it is higher than 99.3% of the neighborhoods in America. According to various population statistics and local media publication sites, Nashville and specifically Antioch has one of the largest growing Arab residents in the country ([(https://worldpopulationreview.com/us-cities/nashville-tn-population](https://worldpopulationreview.com/us-cities/nashville-tn-population), Who are the Kurds, and why are they in Nashville? (tennessean.com)). Families are choosing Southeast Nashville as a place to call home and the mission and vision of Saber STEM Academy aligns with the values of these communities.

 Zipdatamaps.com reports the following for the community of Antioch:

Zip Code 37013 Public School Profile

Test Score Performance	Below Average
Percentage of Students Eligible For Free or Reduced Lunch	77.3%
Percentage of Public Schools with Title 1 Status	86.7%

In an area where there are few charter schools specifically serving the EL population, SSA will provide foreign-born parents with greater publicly funded educational choices. As recommended by the National Council of Teachers of English (2008), SSA will provide its students with challenging curricular content, set high expectations for all students, especially English Language Learners (ELLs), use technology in effective innovative ways, and recognize socio-cultural factors. SSA will be established in alignment with the mission of Metro Nashville Public Schools to "create opportunities for individuals to achieve intellectual and personal development through academic, professional, and cultural programs."

Developers anticipate that most students (estimated at 65-70%) will be *English Language Learners* and come from *economically disadvantaged* families (an estimated 45% of students). With respect to *ethnicity and nationality*, while students may report as "white", they may come from immigrant families. Students who report as "Asian" may have emigrated from Bangladesh. Developers also anticipate a 10-15% African American population. 13% of students may be identified with a *disability* that qualifies them for special education services. Experience shows that the student population will be evenly mixed between male and female students.   SSA will be committed to closing the achievement gap for economically disadvantaged and English Language Learners.

Amended Application for a Public Charter School
Saber STEM Academy

As noted above, the Cane Ridge cluster of Antioch is home to ten Metro Nashville Public Schools, five charter schools (four of which are authorized by MNPS) and three private schools.   Of the nine MNPS Schools, six are elementary schools, two are middle schools and one is a high school. The table below that provides enrollment data, grade level offerings, student proficiency data, student demographic data, and State Report Card and Index Scores. There are schools identified as priority schools and schools identified for targeted support and improvement. This status has been noted.

School	Type	Grades Offered	Student Enrollment	% Economically Disadvantaged	% English Language Learner	English Language Progress	State Identification
Academy at Hickory Hollow	Alternative High School	9-12	74	37.8	20.3	N/A	
Antioch Middle School	Zone School	6-8	666	50	44.4	6.8	Priority
A.Z. Kelly	Zone School	PK-4	709	37.2	38.9	16.4	
Cane Ridge Elementary	Zone School	PK-5	576	39.9	35.6	19.8	
Cane Ridge High School	Zone School	9-12	1782	36.8	30.4	7.8	Targeted Support and Improvement
Cole Elementary	Zone School	PK-4	750	40	62.8	21.1	
Eagle View	Zone School	PK-5	593	43.3	36.6	21.3	
Ezell-Harding Christian School	Private	PK-12	632				
Intrepid College Prep	Charter	5-12	898	33.6	51.2	9.8	
J.E. Moss Elementary School	Zone School	PK-4	667	41.5	59.2	10.8	

KA @ the Crossing	Charter	5-8	115	30.4	43.5	8.7	
KIPP Antioch Elementary	Charter	K-2	422	28.4	28.2	16.7	
Knowledge Academy High School	Charter	9-12	149	29.5	31.5	7.4	
Knowledge Academy	Charter	5-8	119	38.7	40.3	<5	
Thurgood Marshall Middle School	Zone School	5-8	868	40.1	41.6	5.3	
Henry C Maxwell	Zone School	PK-4	526	37.5	46.6	15.6	
Nashville Academy	Private	9-12	Unknown				
Priest Lake Christian Academy	Private	PK-2	Unknown				
All Schools			9546	37.6% average	40.7% average	**11.9**	

Of the 9,546 students attending the areas schools, 37.6% are economically disadvantaged and 64.9% are English Language Learners (EL). The English Language progress rates range from a low that is below 5% and a high of 21.3% with the overall average at 12%.   In the Cane Ridge cluster of schools, only 19% of students are considered college or career ready at high school graduation. Furthermore, every school in the Cane Ridge cluster scores below the state average for student achievement in both English and Math. Student enrollment drops by 445 between elementary school and middle school. SSA will place a focus on the development of English language skills and proficiency for all its students while providing all students with a cutting-edge STEM curriculum designed to advance student achievement and prepare students for workforce readiness and college careers.

(b) Provide a rationale for selecting the community where the proposed school will locate.

The growth in cultural diversity that Southeast Nashville has experienced in the past twenty years provides an important foundation for Saber STEM Academy. SSA will service all students with an emphasis on a foreign-born population, providing English language supports and native language instruction to promote greater literacy with 21st century STEM skills while celebrating linguistic and cultural diversity. The immigrant community highly values education and these college-educated parents are looking for a safe and culturally friendly school for their children, who are highly motivated to pursue technology, as well as intellectual and academic pursuits.

A 2016 article published on TheCultureTrip.com highlighted the growing Kurdish community in Southeast Nashville that continues to grow and spread:

> *Peel back the shimmery layers of Nashville's stereotypical reputation and you'll find a startling amount of diversity and nuance buried underneath the glitz of Broadway. Those unfamiliar with Nashville and its history may not know, for example, that Music City is home to the largest Kurdish community in the entire United States. This community, known as 'Little Kurdistan,' is a thriving epicenter that provides the thousands of Kurds living in Nashville with a small and invaluable slice of the home that countless Kurds have been forced to flee since the 1970s due to political turmoil and persecution. To get you up to speed, The Culture Trip has put together a (brief) guide to Little Kurdistan and its history in Nashville…Recent estimates suggest that there are anywhere between 15,000-20,000 Kurds living in the United States. As many as 10,000-13,000 live in the Nashville area, making Nashville the home of the largest Kurdish community in the country.* Nashville's 'Little Kurdistan': A Brief History and Guide (theculturetrip.com)

In addition to the significant Kurdish population, another growing immigrant group comes from the country of Somalia. The following passage from "Somali Refugee Settlement and Residential Patterns in Nashville, TN" – speaks to the growing foreign-born population that will comprise the majority of the SSA student community.

> *Perhaps one of the most notable facets of Nashville's current demographic trajectory is the increasing racial and ethnic diversity of its inhabitants…the most salient addition to the metropolitan area's demography is the Latino population. Nashville emerged as a destination for Latin American immigrants in the 1990'2 and within a generation, the Latino community has grown to account for 10 percent of Davidson County population. These demographic changes to Nashville's proliferating ethnic diversity are reflected in the number of foreign-born residents, which doubled between 2000 and 2010 from 58,539 to 118,126. In Davidson County alone, foreign born residents account for more than 12% of the population.*

Somali refugees are an additional example of this ethnic diversity. As part of a resettlement program, they began arriving in Nashville in 1995 and 1996 and have remained an unexamined segment of the Nashville area. Over the past twenty years, there has been an almost uninterrupted flow of Somali refugees to Davidson County. This continuous stream of refugees, coupled with the secondary migration of Somalis from other U.S. cities, has resulted in a critical mass of Somali residents. Tennessee's Somali community estimates that Davidson County is home to around 5,000 Somalis. A sizable community is evident on the city's landscape through the clustering of businesses and religious establishments and noticeable concentrations of Somalis living along Murfreesboro Pike, a major thoroughfare that travels through Southeast Davidson County." Somali is the official language of

Somalia. The Somali language belongs to the Cushitic branch of the Afro-Asiatic language family. Despite several regional dialects, it is understood throughout the country and is an official language. The **second official language is Arabic**, which is spoken chiefly in northern Somalia and in the coastal towns. The educational program at SSA will include Arabic as a foreign language.

Providing a K-8 education, SSA plans to locate at 5400 Bell Forge Lane E. in Antioch Tennessee 37013. Located in Davidson County, Antioch had 35,597 households reported in the 2020 census with 37.3% of households including children under the age of 18. Additional *characteristics of the community* include a medium household income of $59,015 with 15.2% of the population living below the poverty line. 2000 Census data demonstrates the diversity of Antioch. 75% of the employment is considered "white collar". Community assets are grounded in *cultural diversity*.

According to Weichert, Antioch is:

> Conveniently and centrally located in close proximity to the airport and southeast of the downtown area, Antioch is characterized as a residential haven that features an attractive selection of traditional ranch and contemporary split-level homes along quiet, tree-shaded streets. Affordable multi-family dwellings such as condominiums and townhouses are also available for a maintenance-free lifestyle. Outdoor activities such as fishing, boating, and a myriad of water sports are available close to home in Antioch. The regional recreational treasure of J. Percy Priest Reservoir lies to the northeast of the community for boating and water sports. Offering even more convenience for team and team and league sports, exercising, picnicking and family outings is William A. Pitts Park located on Wessex Drive. Opportunities for shopping close to home are abundant in the department stores and specialty shops of Hickory Hollow Mall. In close proximity to the mall is another Nashville favorite, just a short drive down Antioch Pike to the commercial center on Hickory Hollow Parkway.

(c) Discuss the academic performance and enrollment trends of existing schools in that community.

The Cane Ridge School Zone represent some of the largest school age population of Metropolitan Nashville Public Schools. According to pre-pandemic data:

- 28.4% of students were English Language Learners
- 42.7% of students were Economically Disadvantaged

Cane Ridge has benefitted from a positive 13% enrollment increase from 2016-2019

The academic performance of the Cane Ridge Cluster from pre-pandemic data lists:

Amended Application for a Public Charter School Saber STEM Academy

Grades	English	Math
PK-4	20.8%	25.4%
5-8	12.1%	16.9%

High School students in the Cane Ridge Zone average 16.8 on the ACT with 18.6% ready to graduate. The chronic absenteeism rate in the Cane Ridge Cluster is 24%. The location of the proposed charter school is in the vicinity of Eagle View Elementary which has the lowest achievement scores in the Cane Ridge Cluster (12.2% for English; 27.3% for Math). Antioch Middle School is identified as a Priority School by the State and Cane Ridge High School is designated for Targeted Support and Improvement.

The following table provides additional performance trends in the Cane Ridge Cluster of MNPS:

School	English Achievement	Math Achievement	Suspensions	Chronic Absenteeism	Teacher Retention
A.Z. Kelly	28.2%	33%	.3%	6.6%	79.8%
Cane Ridge Elementary	31.8%	30.5%	.4%	10.4%	61.8%
Cole	20.7%	27.1%	.2%	6.5%	77.3%
Maxwell	20.7%	31.1%	1.1%	12%	75.4%
Marshall	12.1%	16.9%	3.2%	5.1%	60.3%
Antioch Middle School	12.2%	9.6%	5.6%	10.4%	65.5%
Cane Ridge High School	17.4%	N/A	10.7%	24%	80.6%

Thus, there is a *need* for SSA, for these families deserve to have publicly funded quality educational choices that meet the specific culturally relevant needs of their children.   Parents will choose SSA because it will provide its students with challenging STEM focused content driven by high expectations for all students in a culturally responsive school environment. Parent engagement will be further promoted as staff and students use technology in effective innovative ways and celebrate the socio-cultural factors unique to SSA.

(d) Describe the specific population of students the proposed school intends to serve.

America is a nation of *multiple languages* and *cultural diversity*. The state of Tennessee ranks 32nd in terms of diversity nationwide and Davidson County ranks as the most diverse county in the State. Both Davidson County and Antioch are home to a significant percentage of foreign-born residents.

In the past three decades, the foreign-born population in the United States has tripled. 28 million immigrants moved to the United States during this period (National Council of Teachers of English). More locally, according

to the Urban Institute, Nashville's "foreign-born population grew by 203 percent between 1990 and 2000, almost four times as fast as the national average (57 percent)". The Institute also notes that, "The share of the foreign born in Nashville- Davidson is slightly higher (7 percent) and grew by 213 percent during this period. The state of Tennessee's foreign-born population grew by 169 percent between 1990 and 2000. In 2000, the state ranked sixth in the nation in the rate of its immigrant population's growth."

Statistically, it is reported that *foreign born students are three times more likely to major in science, technology, engineering, and mathematics (STEM)*. These graduates, even though foreign born, contribute to our growing innovation environment in Tennessee. As a *high-quality charter*, SSA will feature an integrated STEM program throughout the grade levels with the necessary supports (SIOP) to meet the needs and advance the achievement of its English language learner population.   SSA is committed to ensuring a high student achievement ranking of EL students compared to their non-EL counterparts as a result of this quality programming.

The Annie E Casey Foundation (www.aecf.org), through its Center for Social and Demographic Analysis reports that "there is a need for education policies, programs and curricula that encourage fluency not only in English, but also in the home languages of children and that foster bilingual spoken fluency and literacy". Tung (2013) adds that, "we need to shift the paradigm by *increasing the opportunities and choices for students and families* to those that support the acquisition of academic English, while simultaneously developing the students' native language and teaching the students content. We need to create district and school cultures that celebrate and value *linguistic and cultural diversity*".

 The prior United States Education Secretary stated that, "Education is the pathway to bring our economy into the 21st century." During her tenure, she issued a challenge to educators that,

Nothing short of excellence should be our common theme and refrain. There is always more work to be done and new ways to inspire learning. We should not rest until every child has an equal opportunity to learn and thrive…our mission [is to provide] each child with the chance to pursue a great education in a safe and nurturing environment (Ed Review, 3/24/2017)

SSA plans to serve a foreign-born population who are English language learners and possibly recent immigrants, providing English language supports and native language instruction to promote equity and greater literacy with 21st century STEM skills while celebrating linguistic and cultural diversity. Based on 2020 Census Data, 33% of the Antioch and Cane Ridge adult population are college educated. This multilingual and multiethnic immigrant community highly values education and these college-educated parents are looking for a safe and culturally responsive school for their children, who are highly motivated to pursue technology and academic pursuits. While many students may be transported to and from school by their parents or reside close enough to walk to and from school; the academy will provide *transportation* for those students who need it and to remain competitive with the local districts who provide transportation services. Hence, the budget includes one 60-78 seat bus for the transportation of students before and after school. Recent survey data showed that **40%** of respondents indicated a need for transportation.   With an initial enrollment of 150 students, one bus will handle the anticipated need.   If additional students need transportation, the Academy will contract for services from a reliable transportation provider.

The foreign-born population has grown tremendously in the Southeast Nashville community over the past two decades. The Cane Ridge Cluster, with an English Language Learner population of 28.4 % is an ideal student

population to serve. Based on anecdotal information from the Antioch community and potential board members, over 10 ethnic groups and oval 15 languages are represented within the demographics.

(e) Describe what the proposed school would do more effectively than the school that are now serving the targeted population. What different educational options will the proposed school offer?

SSA will offer the first STEM program to the immigrant population in the Antioch and Cane Ridge area while using a culturally responsive pedagogical program. Teachers at SSA will be specialized and certified in STEM instructional strategies through the National Institute for STEM Education (NISE). In addition, an Arabic immersion program will be offered to all K-8 students.

"One out of every five children now enrolled in a U.S. public school speaks a language other than English at home. Many of them were born in other countries. Some have had little or no formal education before coming to the United States, even among those who are the age of American middle or high school students" (Shah, 2012). With the number of immigrants in Antioch and surrounding communities continuing to grow, so too are the stresses on the educational infrastructure. It is evident by the academic achievement reported by area schools that there exists an achievement gap between English speaking students and their English learner counterparts. There is a demand for greater sensitivity and awareness to a student body that faces cultural challenges in addition to the *developmental needs* that all students face. These demands cannot be ignored. Schools need to be responsive to the needs of immigrant students, or new schools need to be formed that directly meet these needs in a safe, nurturing environment. "Newcomer students in U.S. high schools experience a jarring transition. They find themselves in a setting that is unfamiliar to them on multiple levels, including structural, linguistic, and cultural" (Martinez-Wenzl, 2015). Foreign-born students need schools that will provide them with instruction for the expedited acquisition of the English language by experienced professionals who are successful with programs like these. "Bilingualism is an asset. Students' home language proficiency should be preserved and leveraged as an asset. Providing students with options to take courses in bilingual settings is a key strategy for increasing access to rigorous content from the outset" (Martinez-Wenzl, 2015).

Wahlig ( ) writes:

> *Several cultural differences influence an English language learning classroom. The most obvious influence is the language of the native culture; a student brings to the classroom particular grammar, syntax and language rules from the native language that do not always translate directly to the English language. Word order and gendered language is one of the most common language difficulties a non-native speaker encounters when learning English. Another cultural influence is learning or teaching style. Students may have different cultural expectations regarding the length of the school day, student-teacher relationships or appropriate classroom behavior; all of these variables may interfere with instruction or learning and result in negative learning outcomes. (https://classroom.synonym.com/culture-influence-english-language-learning-6621903.html)*

Wahlig further recommends that teachers need to receive appropriate training in working with English language learners.   Professional development at SSA will include training in SIOP methodology along with training in differentiated instruction that is focused on the English language student's needs in terms of instruction,

assessment and feedback. Classroom time include explicit cultural education for English language learners; lessons about body language, eye contact, academic language and conversational language.

SSA's target population will be largely immigrant, low- to middle-income families. Individuals involved in this project (from Salman Community Services as sponsor and CMO to Education Management & Networks, Inc. (EMAN) as a subcontracted service provider) have significant experience serving an English learner population and a documented record of accomplishment for improving academic success with this student population. Salman Community Services has over a decade of experience demonstrating an ability to organize various community services to support not only the immigrant students but their families and address a variety of *developmental and learning needs*. More specifically, EMAN has served as the educational service provider (ESP) for Oakland International Academy (OIA) since 2003.   OIA serves a population of students that is comprised of 71% English language learners, 47% immigrants, and 100% at-risk. EMAN has also served Caniff Liberty Academy since its founding in 2012. Caniff Liberty Academy also serves an ELL (54%), immigrant (18%), at-risk population (72%). Based on this experience, Salman Community Services (SCS) in collaboration with EMAN will ensure that SSA provides a robust newcomer program for recent immigrants and an engaging social emotional learning (SEL) curriculum (both described in the next section) will empower all students and address specific cultural education needs.

A comprehensive curriculum focused on science, technology, engineering, and mathematics (STEM) - delivered with English and native language support in a safe, nurturing environment - will ensure that students develop into compassionate critical thinkers, lifelong learners, and well-rounded participants in local and world affairs.

The unique feature of SSA is to create a learning environment grounded in the diverse cultural resources of the community; constructed through a synergy of collaboration to nurture students in the development of a self-actualized competitive ethos. SSA will provide a challenging STEM curriculum supported through bi-lingual delivery and enhanced by hands-on, project-based content. As a result, all students will be intellectually prepared to advance academically into college and life as responsible members of society.

Students, staff, parents, and graduates will have multiple avenues to contribute to the betterment of human culture through intellectual, scientific, and artistic endeavors.   SSA will be a public-school academy where cultural diversity and global awareness are valued and nurtured. Its ultimate success will be measured by the value that it adds to each student. SSA will also provide Arabic language classes as a second language for students, thus meeting a specific need of the community.

SSA will place a strong emphasis on the ideals of international mindedness and responsible citizenship. SSA will promote the development of self-disciplinary skills to enable students to contribute to the betterment of human culture as bearers of intellectual, scientific, and artistic aspirations for peaceful coexistence on earth.

(f) 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 you currently serve.

The development team members for Saber STEM Academy have significant experience in serving an EL and At-Risk student population. Salman Community Services as the sponsor of SSA, is a non-profit arm of Education Management & Networks, Inc. (the Network). EMAN was founded in 2003 to initially serve charter schools in Michigan. One such charter school in the Salman Community Schools/EMAN network is Oakland International Academy (OIA) with students from Detroit and Hamtramck, Michigan. Comparatively speaking, Oakland International Academy, while located in Wayne County, serves a population like the proposed target population. Oakland International Academy (OIA) has demonstrated greater results with proficiency and growth than its peers, while serving a more challenging population (both economically disadvantaged and English Language Learners). Founded in 1999, OIA has been managed by Education Management & Networks (EMAN) since 2003. the Network in collaboration with Salman Community Services will serve as the Charter Management Organization identified to manage SSA. OIA offers the type of educational culture that SSA will provide; one that is sensitive to the needs of a diverse culture and supports English language development and acculturation for a growing immigrant population. While SSA is not a replication of OIA, many of the strategies and best practices that are employed at OIA will be implemented including the use of certified ESL teachers, bilingual support staff, translation services, Sheltered Instruction Observation Protocols (SIOP) for instruction, and a comprehensive evaluation system for all staff.

(g) Complete the enrollment summary and anticipated demographics charts below.

Based on a comprehensive analysis of the community educational needs, SSA seeks authorization from Metro Nashville Public Schools as a *K-8* school and is preparing to open with one class each K-5 (6 initial classes) serving students **ages 5 through 12** (allowing for those students who may have been previously retained at grade level). Two classes may be opened at some grade levels as demand and space allows. Maximum enrollment per class will be 22 students to ensure no more than a 22:1 student/teacher ratio. Year one will allow for up to 154 students. A minimum enrollment (144 students) of 18-20 students per class is the basis for the year one budget which is sustainable. The plan for the school has been based on an anticipated enrollment that will be primarily English language learners, a majority of whom will come from economically disadvantaged homes where the primary language spoken at home is one other than English. In addition, developers anticipate a 10-13% special education population. Other subgroups may include African American and Asian students. While the academy has developed a plan that targets the foreign-born population, all recruitment efforts will be conducted in a manner to promote equity and avoid potential discrimination on the basis of race, religion, ethnicity, gender, disabilities and other protected classes.

Recruitment efforts have included multiple town hall meetings with the local community. Recruitment efforts will include an orchestrated social media campaign including a Facebook page, Instagram account, YouTube videos, and a Twitter feed. An Academy website will be launched for easy access by prospective families. A link to enrollment information will be provided on the websitehttps://newdawnacademy.net/enroll.html. Interested

families can also reach the school by phone at a number to be acquired. Door-to-door distribution of flyers and brochures will be initiated along with a postcard mailing campaign. Traditional marketing efforts will be employed to include advertising spots on local television channels, along with a radio campaign. Recruitment efforts will also include weekly events at the school to engage future students and their parents in STEM related activities.

Enrollment efforts typically show the greatest interest in the school from parents of kindergarten and early elementary students.   Full classes at these levels will support the growth of the school in future years. It can be noted that Antioch has an 8% birth rate, which is one and a half times the rate of surrounding areas.

Future growth is based on a plan that entails adding an additional class per grade level with a maximum enrollment of 396 students when SSA is at capacity and additional supports provided to students through the utilization of bilingual paraprofessionals, and ESL coaches. The following table depicts the minimum and maximum enrollment as projected. Enrollment is the basis for the five-year projected budget (discussed in Question 26) which has been built on the minimums:

Number of Students

Grade Level	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027	At Capacity 2031
K	44	44	44	44	44	44
1	22	44	44	44	44	44
2	22	22	44	44	44	44
3	22	22	22	44	44	44
4	22	22	22	22	44	44
5	22	22	22	22	22	44
6	0	22	22	22	22	44
7	0	0	22	22	22	44
8	0	0	0	22	22	44
9	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A
Totals	154	198	242	286	308	396

The anticipated demographics as identified in the table below are derived from the demographic data reported for the Antioch cluster of schools within the Metro Nashville Public Schools district.   The nearest MNPS school to the proposed location for Saber STEM Academy is Eagle View Elementary with a 43.3% population that is identified as economically disadvantaged. Overall, in the Antioch cluster, 40.74% of students are identified as English Language Learners.   The percentage ranges from a low of 20.3% to a high of 62.8%.   As this is the target population to be served at Saber STEM Academy, developers expect the percentage of EL students to be closer to 65-70%.

Anticipated Demographics	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Learners
	45%	12%	65-70%

1.3   Academic Focus and Plan

(a) Describe the academic focus of the proposed school.

SSA's STEM program is aligned with the National Institute of STEM Education (NISE) STEMSCOPES program. During its curriculum selection process, developers listened to parent requests for college preparation, researched high performing STEM schools in the area and completed webinars on the efficacy of STEM schools. As a result of this *evaluation and research*, SSA will feature a *STEM* driven curriculum focus delivered through *Project Based Learning* methodology within the *SIOP* model. Project-based learning puts ELs at the center of dynamic teaching practices, casting students as active agents in their own learning. The benefit is that these EL students are learning vocabulary and other language skills while working together and poring over meaningful content. The National Academies of Sciences, Engineering and Medicine (2018) wrote that "ELs develop STEM knowledge and language proficiency when they are engaged in meaningful interaction in the classroom…STEM subjects afford opportunities for alternate routes to knowledge acquisition." Research into STEM education shows that all students including English language learners and students with special needs benefit from the learner-centered and hands-on instruction that STEM programming supports (Jolly, 2016 and Sotomayor, 2013).

As aptly stated by the United States Department of Education (https://www.ed.gov/stem):

> *In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering, and math, including computer science—disciplines collectively known as STEM/CS. If we want a nation where our future leaders, neighbors, and workers can understand and solve some of the complex challenges of today and tomorrow, and to meet the demands of the dynamic and evolving workforce, building students' skills, content knowledge, and literacy in STEM fields is essential. We must also make sure that, no matter where children live, they have access to quality learning environments. A child's zip code should not determine their STEM literacy and educational options.*

To document student success within this model, the educational goals shall be measured by the Tennessee Comprehensive Assessment Program (TCAP), NWEA's Measures of Academic Progress (MAP), and World Class Instructional Design and Assessment program known as WIDA.

TCAP shall be administered on an annual basis in accordance with the State's test calendar.

NWEA MAP K-8 -NWEA's MAP shall be administered three times each year (Fall, Winter, and Spring). "MAP assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance. Educators use MAP data to inform in-the-moment instructional practices, gain insights into college readiness, and view grade-independent academic growth" (NWEA.org).

WIDA and W-Apt K-8 -Based on the academy's anticipated student population that is expected to include long-term English Language Learners, the academy will also annually administer the WIDA and W-Apt to measure the growth of English language proficiency. The W-Apt or WIDA-ACCESS Placement Test is used as a screener test of

English language proficiency and is administered to incoming students who may be designated as English language learners, based initially on the Home Language Survey. WIDA is the English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELs). This tool measures growth in English proficiency and assists the school in assigning students to various internal support systems (Multi-tiered System of Support) based on their current level of English proficiency.

The written curriculum will be clearly outlined for the teachers using unit calendars and maps using a curriculum mapping program called *Rubicon Atlas* (Atlas) available at https://emaninc.rubiconatlas.org. Atlas units provide teachers with standards, objectives, key vocabulary, intellectual processes, and lesson sequences along with resources. Atlas units of study range from 3-8 weeks depending on the subject matter. Teachers and administrators will be provided with comprehensive training in the implementation of Atlas. Using Atlas, teachers create weekly lesson plans and reflect on these weekly lesson plans as needed. These lesson plans are submitted to the building leader who utilizes the lesson plans in formal and informal classroom observations. The lesson plans are also reviewed to ensure compliance with the written curriculum and alignment to state standards. This process allows for the administrators to note any changes that may be deemed necessary per the teachers' feedback. In addition, weekly walk-throughs allow for administrator feedback on the alignment of the taught curriculum versus the written curriculum. After every comprehensive unit, teachers provide a written unit feedback through their reflections from teaching that unit. This feedback is reviewed by the administrators and discussed in quarterly meetings to allow for collaborative discourse. In addition to the teachers and administrators, the Curriculum Committee also meets monthly to ensure that current practices match the standards; audits the standards taught; provides recommendations on revisions and works on developing the district curriculum.

To further support the academic focus, SSA shall engage in comprehensive review and monitoring of the written curriculum, student performance and achievement using a 360 reflection-feedback and observation model. The 360-feedback loop will include annual surveys from all stakeholders including parents, students, teachers, and community members. There will be at least 3 parent meetings during the year to collect qualitative feedback from parents and community members. Annual online surveys on school climate and culture will provide additional perspectives on continuous improvement.

The written curriculum will be updated on an annual basis using the feedback from teachers, student data and best practice research. The Academy is invested in the program monitoring process and has a clearly outlined framework that emphasizes deliberations and discourse on an iterative basis to ensure that the intended curriculum is matching the classroom practices.

(b) Outline the academic plan of the proposed school. Include specific benchmarks.

Curricula choices have been made based on alignment with the Tennessee standards and the ability of the curricula when taught with fidelity to advance student achievement and reduce the achievement gap between EL students and non-EL students. Choices have also been made based on the experience of the development team in serving an English language learner and at-risk population.   In evaluating various curricula options, developers utilized the Hanover Research Planning Tool. Their "Step-By-Step Guide to Program Evaluations" includes three stages beginning with Stage 1) Prioritization and moving to Stage 2) Planning and culminating in Stage 3) Evaluation. Through this process, the Academy has identified its objectives, and aligned the program specific to meet the identified strategic goals while also determining the appropriate measures, assessment tools and

documentation needed to evidence the program's success. The process also included self-reflection and inquiry into the stakeholder's (teachers, administrators, Board of Directors, parents, students, and employers) expectations and buy-in. The result is the STEM focused curriculum that will be a unique offering at SSA.

To accomplish the stated goals as described in the response to question 8 and as identified during the evaluative process, all SSA educators (teachers, specialists, and paraprofessionals) will utilize *Rubicon Atlas* (https://emaninc.rubiconatlas.org/Atlas) for curriculum mapping across the content and grade levels in the provision of an integrated STEM education, ensuring both vertical and horizontal alignment.   Rubicon Atlas incorporates ready access to all curriculum outlines, abstracts, resources, standards, and more. Collaboration tools enable educators to easily work together on curriculum. It is horizontally and vertically aligned to the *Tennessee Academic Standards* (https://www.tn.gov/education/instruction/academic-standards.html). Rubicon Atlas is designed to electronically provide curriculum enhancement and will be customized to reflect SSA's *STEM* and *PBL* (Project Based Learning) pedagogy, academic standards, and unique curricular needs. Rubicon Atlas provides a powerful lens through which each teacher can follow their students' journeys to academic success while delivering instruction within the proven *SIOP* (Sheltered Instruction Observation Protocol) model. Using the Tennessee Academic Standards and a variety of STEM resources, teachers will be able to implement Atlas Rubicon units in their classrooms.

STEM has been chosen because of the research that shows its efficacy with English Language Learners. Tate (2019) argues that "English learners may in fact be well-suited to more advanced materials in science, math and coding." STEM (http://www.mistempartnership.com/) education at SSA will occupy a multidimensional space which utilizes a unique approach to teaching and learning that fosters creativity and innovative thinking in all students. STEM lessons are not single experiments or assignments, but a range of learning experiences with a purposeful degree of connection. The goals for students include STEM literacy, 21st century competencies (http://www.p21.org/our-work/p21-framework), and workforce readiness. Outcomes for students include STEM related employment, STEM interest, and the development of a STEM identity in addition to overall learning and achievement. Implementation requires adjustments to the learning environment, and the provision of educator supports for a well-thought-out instructional design. Two high level learning objectives associated with integrated STEM education include STEM literacy and 21st century competencies; both of which often lead to collegiate and career success. STEM literacy includes an awareness of the roles that science, technology, engineering, and mathematics play in our global society, and at least a basic level of application fluency. 21st century competencies are a blend of "cognitive, interpersonal, and intrapersonal characteristics that may support deeper learning and knowledge transfer" (Schweingruber, McGraw Hill, Honey, 2014). SSA will utilize *STEMscopes* (stemscopes.com) as part of the primary science curriculum resource. Detailed studies on the efficacy of STEMscopes can be found at www.stemscopes.com/case_studies. In addition, hands-on partnerships will be supported by *A World in Motion* (AWIM), *Engineering for Kids* and other similar projects. "Student engagement is facilitated through classroom interaction and hands-on, real-world application. This is true for EL and non-EL students taking STEM courses" (Jankowski, 2016). Jankowski adds that, "ELL students can improve their English language skills even more through real-world applications that are taught in STEM lessons."

The STEM focus will be woven throughout all the subject areas including English Language Arts, Mathematics, Science, Social Studies, Art, Health & Physical Education, Nutrition, Technology and World Languages. While one subject may have a dominant role, the strategy is always to develop the students' knowledge or skill in multiple

content areas using a trans-disciplinary approach. The inclusion of concepts or practices from other subjects is utilized to support or deepen enhanced learning and understanding in multiple subject areas.

Saber STEM Academy will implement teacher and campus certification from the National Institute for STEM Education. NISE's philosophy is at the cutting edge of STEM pedagogy by integrating fifteen teacher actions across three domains. The work of the STEM teacher sets the stage for the level of student engagement that is achieved. SSA believes in the NISE philosophy that effective teachers:

1. Are highly influential
2. Are generally effective but are dominated by actions most appropriate to a STEM classroom
3. Are most susceptible to observation and coaching

The guiding principles from NISE that serve as the backbone of the campus certification in STEM education are:

1. Student autonomy
2. Constructivism
3. Explicit/reflection model of instruction of the nature of Science
4. 21st Century skill building

Saber STEM Academy teachers will be NISE certified and campus certification will begin as soon as the school commences operation. Saber STEM Academy will be the first NISE Certified School in the State of Tennessee.

In addition to NISE Certification, Saber STEM Academy will also pursue Tennessee STEM School Designation. Tennessee STEM School designation was developed to highlight those schools that have successfully implemented a STEM education plan. The Tennessee STEM School Designation will be recognized by the Tennessee Department of Education for its use of STEM teaching and learning strategies and serve as a model. By partnering and collaborating with the Tennessee STEM Innovation Network, Saber STEM Academy will be fostering the highest standards in STEM education.

The full written curriculum for all grade levels and all subject areas has been drafted in Rubicon Atlas and will be finalized with the full participation of the teachers. Rubicon Atlas provides a logical sequence of learning standards aligned to both state and national requirements. The alignment provides both vertical and horizontal scope and sequences, in addition to the curriculum map of the course with essential vocabulary, resources and tools and assessments.   The curriculum is easily accessible to all staff and administration.

SSA has adopted Rubicon Atlas as a curriculum mapping tool and digital platform for the written curriculum. The curriculum for all subjects and courses identified will be available at the school or electronically accessible at the following links:

- Rubicon Atlas (Atlas) https://emaninc.rubiconatlas.org

The following subjects/courses will be offered at the Academy.

Amended Application for a Public Charter School Saber STEM Academy

Course	Curriculum Source	Curriculum Resources	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
English Language Arts (Reading, Writing, Comprehension)	ATLAS	Wonder Reading (K-6) Study Sync (7-8) Fountas & Pinnell Being a Writer Collaborative Classroom	X	X	X	X	X	X	X	X	X
Mathematics	ATLAS	My Math Reveal Math	X	X	X	X	X	X	X	X	X
Science	ATLAS	Stemscopes Inspire Science	X	X	X	X	X	X	X	X	X
Health	ATLAS	Everfi	X	X	X	X	X	X	X	X	X
Fitness and Well-Being (Physical Education)	ATLAS	Everfi	X	X	X	X	X	X	X	X	X
Fine Arts	ATLAS	Abrakadoodle	X	X	X	X	X	X	X	X	X
Music	ATLAS	NFAME	X	X	X	X	X	X	X	X	X
World Language – Arabic	ATLAS	Rosetta Stone StarTalk	X	X	X	X	X	X	X	X	X
Engineering	ATLAS	Engineering is Elementary	X	X	X	X	X	X	X	X	X
Additional STEM Program Electives	ATLAS	Stemscopes							X	X	X
Technology	ATLAS	Microsoft Office Suite	X	X	X	X	X	X	X	X	X
Citizenship and SEL	ATLAS	Leader in Me	X	X	X	X	X	X	X	X	X

Social Studies	ATLAS	McGraw Hill K-8	X		X	X	X	X	X	X	X	X

SSA's approach to curriculum is designed to make all learning standards come to life for students by connecting learning to real-world issues and needs specifically in the core content areas of mathematics and science and interfused with technology, engineering, and the arts. Academically rigorous projects and service-learning activities inspire students to think and work as scholars. The teachers and school leaders work together to develop and ensure that all students receive a standards-based curriculum that is mapped for effective planning and instruction. Mapping skills and content throughout the curriculum involves intense standards alignment, skill and concept maps, and content maps.

To develop meaningful learning activities, grade level teachers are responsible for collaboratively designing effective STEM focused project-based learning activities that engage students in real-world connections guiding them toward higher levels of academic achievement. STEM focused project-based learning involves students in original research, critical thinking, and problem solving. This process builds character along with strong academic skills. Project-based learning is also designed to build literacy skills in students, particularly in the reading and writing of nonfiction text.

The teachers at SSA will require students to produce high-quality work. The Academy will support, celebrate, and reflect on student work to create a culture or excellence. Students will be prepared for global citizenship in in increasingly, complicated, and interconnected world. This preparation requires cross-discipline study in order which then develops knowledge of diverse cultures, languages, and political systems in addition to a broad-based knowledge of physical terrains, ecosystems, and natural forces of our planet. Integrating global awareness also prepares students to be environmental stewards and proponents of social justice. Students will be challenged to consider solutions to social problems such as climate change, economic inequities, international terrorism, and conflict. Students will be encouraged and supported to envision how they can personally make a difference.

SSA will prepare students academically for success as life-long learners. Paving the way for college must begin in the primary years. Eliminating inequities and learning barriers, SSA will ensure that all students have the option and opportunity to go to college by providing a college-bound curriculum, creating college-bound cultures, and providing structures to support college and career readiness utilizing technology for a new generation.

To facilitate the curriculum, SSA will utilize Rubicon Atlas (https://www.rubicon.com/offerings/atlas-curriculum-design/). Atlas is the leading curriculum design and management system and is used by schools around the world. Atlas is customizable, with planning templates uniquely designed for each school's curriculum approach, and Atlas also provides detailed reporting to help schools achieve curriculum goals. Atlas brings together the school's community to support collaboration in curriculum design and review. Teachers using Atlas develop their own unique curriculum, easily align to standards, and quickly share classroom best-practices with their colleagues.

As the trusted choice for education communities all over the globe, the Atlas developers understand the need for a custom curriculum management system that grows with the school. More than just a repository, the system comes with incredible support and training for users to ensure engagement of stakeholders and a strong process.

Atlas integrates any mandated curriculum into the school's system and provides teachers the ability to personalize curriculum with differentiation and instructional strategies.

Atlas has a dedicated standards team that maintains national and international sets of standards. They also consult on the design of local school standards. Along with the standards editing tool, which facilitates the development, unpacking, and identification of power standards, Atlas contains all the sets of learning outcomes the curriculum aligns to. Within the unit planners, teachers can target the specific standards and benchmarks and align assessments to standards.

Atlas is a web-based application used for curriculum mapping. All that a teacher needs are a computer with an internet connection and a current web browser. Atlas maintains regular backups of curriculum data, so school administrators and teachers don't have to. Additionally, Atlas is designed with an API, so all that hard work can be integrated into other systems. The system is password protected and the data is backed up daily. Teachers can always retrieve deleted content through recycle bins and activity logs accessible in the system.

Atlas is integrated with Google Docs™, Microsoft OneDrive™, and SAML. An API has been created that is available when administrators or teachers need it. The newest product, Pleiades, connects the curriculum in Atlas to student assessment results. By visualizing the school's assessment data, teachers and administrators can compare multiple assessments at once and link the results to curriculum all in one place. In addition to the written curriculum in Rubicon Atlas, teachers will have access to the resources as noted in the course descriptions that follow including Teacher Texts and Guides.

A Cross-Disciplinary Approach

The curriculum at SSA will include instruction in the following subject areas across the grade levels aligned to the Tennessee Standards as appropriate. Course offerings will include:

- English Language Arts
- Mathematics
- Science
- Social Studies with an emphasis on Core Democratic Values
- Fine Arts
- Fitness and Wellbeing (Physical Education)
- Foreign Language: Arabic or Spanish
- Engineering
- Additional STEM Program Electives (offered to 6-8 Grade students)
  - Coding
  - Robotics
  - Cybersecurity

Reading

Reading is a complex process about making meaning. The reading process includes phonemic awareness, fluency, vocabulary development, and comprehension. At SSA, comprehension strategies and critical thinking skills are taught across all grade levels to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text and learn to read carefully to extract evidence from text. Complex text sources are used as an enriching challenging. Complex text presents students with an opportunity to go beyond their perceived limits

and accomplish more than they thought possible. Students tackle complex texts (individually and in groups) with care and patience to strengthen reading skill.

Reading is taught across all content areas because each subject area requires students to learn from different kinds of texts. Even math, science, technology, and art teachers explicitly teach and support students to be strong readers of text within their discipline. By integrating reading throughout the school day, the importance of reading is conveyed, and students develop skills in critical thinking and meaning.

The primary reading program is *Wonders Reading (McGraw Hill) and Study Sync*, along with *Fountas & Pinnell* leveled readers for guided reading groups.

Writing

At SSA, writing is taught across the curriculum in all grade levels. Students learn to write effectively to inform and to build arguments substantiated with evidence. They also learn to write with literary power in narrative and poetic genres. Teachers of math, science, technology, and the arts explicitly teach and support quality writing within their discipline. Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom. Writing is the central vehicle for learning and communicating in all classrooms. The primary writing program is "*Being a Writer*" from the *Collaborative Classroom*. Writing is taught explicitly using genre-based standards and the formal writing process.

Mathematics

At SSA, math is taught with rigor and integrity in discrete math classes. However, along with discrete math instruction, math is integrated into projects whenever possible, in a lead or supporting role. Teachers of all disciplines support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that the Academy celebrates literacy through events, projects, community meetings, exhibitions, and displays, mathematical thinking and learning is showcased and discussed throughout the building.

Teachers at SSA focus on foundational facts – vocabulary, formulas, algorithms, and number facts – that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is a strong focus on developing problem-solving skills and critical thinking. Students learn to use appropriate technology strategically for problem solving. Technology tools are not used as a substitute for learning foundational facts but are used to enhance conceptual understanding and problem solving. Math teachers support students to think like mathematicians and cultivate mathematical habits of mind – curiosity, risk-taking, perseverance, and craftsmanship. Students learn to reason abstractly and quantitatively, model mathematically to empirical situations, construct and critique mathematical arguments.

The primary resource for math instruction will be "*My Math*" from *McGraw Hill* for grades K-5 and *Reveal Math* for 6-8 grades.

Science

Teachers at the SSA support students to read, write, think, and work as scientists and problem solvers. Students use project-based learning and collaboration with professional scientists and engineers for interactive

instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community and the broader community.

SSA teachers reinforce connections among science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

SSA will utilize **STEMscopes** as part of the primary science curriculum resource for STEM activities for K-8. Students in grades 6-8 will also follow a traditional life science, physical science and earth science learning track using **McGraw Hill**.

Engineering

The Engineering curriculum at SSA is an inquiry-based STEM curriculum that teaches students thinking and reasoning skills needed for success. Built around the engineering design process, SSA students learn how to solve problems systematically, creating skills, optimism, and attitudes that are vital for their futures. Integrated lessons, activities, and web resources aim to help students learn more about engineering. Some of these resources come from the National Science Digital Library (NSDL). NSDL is the National Science Foundation's online library of resources for science, technology, engineering, and mathematics education. SSA will integrate the engineering standards with the hands-on programs offered by "**Engineering is Elementary**", EiE curricula. This program will provide a strong emphasis on the design process.

Technology

Students will become literate in technology and develop skills and abilities to utilize technology in ways that enhance communication and problem solving through various ways of accessing, managing, integrating, evaluating, and creating information to improve learning in all subject areas. Technology education is designed to create lifelong knowledge and skills for the 21st century. Students will become proficient in Microsoft Office Suite by grade 8. While the STEM focus will be integrated throughout the curriculum at all grade levels, students in 6-8 grades will have electives available in Coding, Robotics, Cybersecurity, Web-based and Computer Applications.

Social Studies

At SSA, the social studies curriculum is prioritized so that students develop an understanding of enduring concepts that can be applied to the global world as it continues to evolve. Teachers view social studies as a way to develop each student's capacity to interpret their world critically and to then engage productively in the world. Teachers help student to understand the big picture and timeline of history, emphasizing deep understanding rather than memorization of a myriad of facts and details. It is through this focus on the big picture that teachers support students to appreciate and understand diverse cultures and develop an understanding of the connections among ancient and modern cultures. To help animate history, teacher choose compelling case studies and projects that include narratives that intertwine history, government, economics, geography, and culture, eliciting and illuminating enduring themes. Students investigate and address social issues within their local community and become compassionate community members. While learning social studies, students act as

social scientists. They analyze primary sources, consider multiple perspectives, conduct research, and draw conclusions. Explicit literacy instruction is a focus for all students at all grade levels. As a result, students learn to read, write, and think as historians.

McGraw Hill K-8 is the primary resource for social studies.

Fine Arts

At SSA, the arts in all forms are celebrated as a foundation for understanding culture. They are a considered and valued as a central aspect of learning and life. Artistic skills are understood as intelligences and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with all other subjects. SSA will be filled with student artwork, displayed in such ways that honor the work. Artistic performances are a point of pride for the Academy.

The visual and performing arts are taught using the same effective instructional practices that are used in the other disciplines and all students have access to professional artists and professional exhibitions and performances. Classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. The arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines. Arts are often used as a window into disciplinary content in other academic subjects. The arts are also used as a window into diverse cultures and regions of the world.

At SSA, the music education program is an instrumental and integral part of the whole child learning environment. The curriculum will consist of a balanced and sequential program of singing, playing instruments, listening to and composing music and moving to music. Music that is both representative of our target student population as well as diverse genres and styles from different cultures will be utilized. The SSA Fine Arts program, composed of music education and visual arts will follow and be guided by the National Opportunity to Learn Standards for music and art education.

Students in K-8 will utilize the Tennessee Academic Standards for Music Education. Students will have music lessons once a week by a certified music teacher. Additional elective options for middle school students will be determined based on student interests.

Fitness and Well-Being (Physical Education)

SSA promotes wellness in students and staff. Healthy eating, exercise, stress reduction, and healthy relationship – the key elements of physical and mental health – are included as part of the Academy's wellness approach. The physical education program places a strong emphasis on personal fitness and nutrition and character development, and reinforces the Academy's culture of respect, responsibility, and achievement. Physical activity and outdoor time are woven into the school day on a daily basis whenever possible and appropriate. Experiences in the real world – working in and appreciating nature – are a priority for students and staff. Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. The Academy provides a healthy hot lunch program with breakfast and snacks and discourages unhealthy foods. Staff emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students.

Curriculum Expectations

Curriculum expectations are communicated to staff, students, and parents in a variety of ways. Staff is informed about the curriculum in written communications embedded in the academy's various operations manuals, to verbal communication via one-on-one or group meetings including professional learning communities (PLC). Ongoing communication with staff also occurs via the academy evaluation rubric through the National Institute for Excellence in Teaching (NIET). Parents are informed about the curriculum through the website, Open Houses, Orientation meetings, Parent/Student Handbook, and regular curriculum meetings. Students are informed about the curriculum expectations through classroom syllabi and daily content and learning expectations that are verbally communicated by the teacher and put in writing on the board.

(c) Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.

The key characteristics of the academic plan are embedded in the constructivist worldview of the theories of teaching and learning. Dewey (1938), referenced that learning is social activity. Vygotsky (1978) further supported the significance of interactions and experiences during the learning process. He attested to the importance of co-construction of knowledge and working within the zone of proximal development are essential to the learning process. Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256) Using this constructivist approach, we have selected the Problem-Based Learning (PBL) model to reflect the main vehicle of delivery for our educational program.

PBL will be an appropriate fit for the learning environment because it motivates course content and maximizes learning via investigation, explanation, and resolution of real and meaningful problems. Using this student-centered approach will enhance the development of practical skills and higher-order thinking skills. The ultimate goal of the PBL method is to ensure that students are developing their problem-solving skills through a self-directed learning as a lifetime habit and teamwork skills. As stated by Larson (2001) students in the PBL classroom improve their social skills as they have more opportunities to practice using the language for authentic communication. The following structures will be part of the academic plan to ensure that PBL strategies are streamlined and embedded throughout the students' experiences:

- Cooperative learning–students will develop skills and competencies to succeed in small and large group environments with common goals.
- Guided inquiry–teachers will develop skills and competencies to successfully implement and facilitate a guided inquiry cycle in the classroom using a gradual release model.
- 5E lesson design–all PBL activities will be aligned to the 5E lesson design (Engage, Explore, Explain, Elaborate and Evaluate).

Using project-based learning in science, technology, engineering, and math classes is a great way to teach students problem solving in real-world contexts. The Academy promotes the idea that it is not about content alone, it is about mastering the process by which students understand how mathematicians, engineers, scientists, and technology entrepreneurs solve problems. Teachers will use PBL to create weekly or biweekly projects for students to engage in making meaningful connections and applying their content and process skills. During the dedicated periods such as reading, writing, math, teachers will teach the respective standards. As part of PBL, students will integrate the skills learned using an interdisciplinary approach. Teachers will have a rubric to assess

students' progress towards the content and process skills to provide feedback and to ensure mastery. Student autonomy and choice will be critical aspects during the PBL cycle. Teachers will facilitate conversations to allow students to shape their own learning experiences. For example, students can choose team members, products to produce to solve authentic challenges. Teachers will incorporate the Backwards Design Model to plan each unit with essential questions, process skills and assessments to create authentic experiences for ALL students. Students will have approximately one hour each day to collaborate and engage in engineering design process each day. During this time, small group instruction is leveraged, and tiered intervention approaches are embedded. There will be opportunities for students to work with community volunteers such as engineers, designers, and artists to engage in meaningful connections throughout the units of study.

The Academy's Educational Program will be predicated by the Tennessee Academic Standards and supported with the WIDA English Language Development standards. Instructional strategies are based on best practices and research-based frameworks. The teachers at The Academy will utilize SIOP strategies, Cooperative Learning strategies and Project Based Learning strategies to engage students in active academic tasks. Best practice methodology includes setting clear lesson goals, starting lessons with show and tell, questioning to check for understanding, utilizing graphical summaries, practice, providing students with feedback, flexibility with timelines for learning, encouraging productive group work, teaching strategies for learning and nurturing meta-cognition (http://www.evidencebasedteaching.org).

Atlas Units will provide clear guidance to teachers on incorporating critical thinking and scaffolding students' higher order processing skills. There will be a clear direction for teachers on how to use the Gradual Release Model to prepare students for meeting rigorous standards. The *Gradual Release Model* uses basic phases of teaching to include the "I-do, We-do and You-do" cycle with an emphasis on formative assessments to direct student learning.

In addition to ATLAS, teachers will have access to a variety of primary and secondary resources, as noted below, which will be aligned to the standards and objectives of each lesson. Using NIET's teaching standards rubric, teachers incorporate lesson segments to interact with new knowledge, deepen and practice new knowledge and help students test and hypothesize to synthesize new knowledge. Teachers will also use formative assessment data to tailor instruction and provide feedback to students to help them monitor and track their learning goals.

English Language Arts Instruction (Reading Comprehension & Fluency, Vocabulary, Grammar, Writing, Spelling): SSA will utilize the Tennessee Academic Standards for Language Arts instruction. The standards can be downloaded from the web by visiting https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html .

The standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

Students are asked to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This develops critical-thinking, problem-solving, and analytical skills required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language

effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The Tennessee Academic Standards and the College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the challenges of reading, writing, speaking, listening, and language in their respective fields.

It is important to note that the grade 6–8 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to read texts closely and attentively in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

The textbook series will be McGraw Hill's Wonders Reading Program and StudySync series, coordinated with the McGraw Hill Language for Learning System utilized by English Learners. The system uses a balance of content area reading and high interest stories to provide research-based reading and language skills instruction. Program features include academic language acquisition, instructional support imbedded resources, and ancillary support. Students utilize the McGraw Hill English Learning System not only to master English, but to improve understanding of content material and vocabulary as well. The connection between the English Learning System and the actual reading program using Fountas and Pinnel leveled readers give students an integrated approach that reinforces instruction both in English and in reading comprehension.

Students will work with their instructor daily in Guided Reading Groups. This gives every student the opportunity to work with their teacher one on one every day. Every student is given a chance to work on grade level reading comprehension skills taught to the class at their own reading level. Celebration of success at all levels of performance is extremely important for continued growth.

One additional supplementary resource used is Making Meaning Comprehension and Vocabulary series. This allows English Learners to focus specifically on comprehension strategies and vocabulary that is used daily. Such a focus is extremely important for those learning the language and allows them to read content area textbooks and stories more easily.

Mathematics Instruction: The My Math series by McGraw-Hill will be utilized as the textbook for mathematics instruction. This program will be used to meet the Tennessee Standards content objectives for math, found at https://www.tn.gov/education/instruction/academic-standards/mathematics-standards.html .

For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent to improve mathematics achievement in this country. To deliver on this promise, the mathematics standards are designed to address the problem of a curriculum that is "a mile wide and an inch deep."

Amended Application for a Public Charter School
Saber STEM Academy

These new standards build on the best of high-quality math standards from states across the country. They also draw on the most important international models for mathematical practice, as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators, parents and students, and members of the public.

The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas.

In addition, the "sequence of topics and performances" that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards.

The math program concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

These standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something also means asking a teacher to assess whether the student has understood it. What does mathematical understanding look like? One way for teachers to do that is to ask the student to justify, in a way that is appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

During class time students and teachers work together from the textbook, completing all the problems together so that students can master the content. Manipulatives and technology are utilized on a regular basis so that students can engage more meaningfully with the content. As students master grade level objectives in class, Accelerated Math worksheets will be given as homework. Worksheets allow teachers to differentiate instruction by tailoring worksheets to each individual student learning level, arrange groups for small group or individualized instruction, and design groups for cooperative learning during class. The Accelerated Math program works by initialing assessing all students, determining their strengths and weaknesses, and then designs sheets that instruct students in areas of weakness or challenge them in areas of strength, offer practice opportunities, and then create assessment worksheets. Students complete the worksheets on a separate answer sheet that gets graded by the computer. At that point, the program determines whether more instruction and practice are needed or whether a new topic should be introduced.

With iPads and laptops, students will visit websites to practice skills, play games, and take assessments. Students will utilize: BrainPOP! and BrainPOP! Jr., www.sheppardsoftware.com , and www.coolmath-games.com . Games and activities allow students to use math skills to accomplish tasks for everyday life will be utilized

whenever possible. The primary resources for math are McGraw Hill My Math Program (K-5) and Eureka Math (6-8).

Science Instruction: Instructors will utilize the Tennessee Academic Standards and Next Generation Science Standards to teach our students grade level science concepts. Teachers will be offered opportunities to obtain STEM certification through the National Institute for Stem Education (NISE). The standards are located at https://www.tn.gov/education/instruction/academic-standards/science-standards.html . While McGraw Hill textbooks will serve as the main resource, STEMscopes classroom science kits providing hands-on experiments and activities that engage students in the excitement of performing science. For Middle School students, McGraw Hill's Inspire Science kits are used as the performance piece, allowing students to work with more sophisticated pieces of equipment, integrate math and record-keeping and work more consistently using the Scientific Method. Resources such as Stemscopes, Discovery Ed streaming, www.primarygames.com/science.php , www.sheppardsoftware.com/science.htm , www.sciencekids.co.nz/gamesactivities.html , Engineering is Elementary and AWIM Science Kits provide examples of the scientific method in process, view demonstrations or experiments, and demonstrate their understanding through various activities and performance assessments.

Social Studies Instruction: The academy will follow the Tennessee Academic Standards for Social Studies for all grade levels. The standards and several excellent resources can be accessed from https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html . The McGraw Hill textbook series serves as the major resource to keep students engaged and enthusiastic.

In addition, students will utilize Discovery Education, Sheppard Software, other on-line games, and Reader's Theater as appropriate. Further, students will be engaged in community projects, gaining a deeper understanding of community and the need to know about all cultures, history, geography, and economies of the world.

(d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

During its curriculum selection process, developers listened to parent requests for college preparation, researched high-performing STEM schools in the area, and completed webinars on the efficacy of STEM schools. As a result of this *evaluation and research*, SSA will feature a *STEM* driven curriculum focus delivered through *Project Based Learning* methodology within the *SIOP* model. Project-based learning puts ELLs at the center of dynamic teaching practices, casting students as active agents in their own learning. The benefit is that these ELL students are learning vocabulary and other language skills while working together and poring over meaningful content. The National Academies of Sciences, Engineering, and Medicine (2018) wrote that "ELs develop STEM knowledge and language proficiency when they are engaged in meaningful interaction in the classroom…STEM subjects afford opportunities for alternate routes to knowledge acquisition." Research into STEM education shows that all students including English language learners and students with special needs benefit from the learner-centered and hands-on instruction that STEM programming supports (Jolly, 2016 and Sotomayor, 2013).

As developers researched various curriculum resources, they were directed by the **Hanover Research Planning Tool**. Their Step-by-Step Guide to Program Evaluation prompted the developers to engage in three stages to maximize the academy's investment in programs, resources, and policies. Stage 1 was a Prioritization Stage wherein the team created lists of major programs and initiatives to be considered; established criteria and chose

specific programs for evaluation. Stage 2 involved extensive planning to build staff and organizational capacity; promote stakeholder buy-in; increase familiarity with standards and set goals. The final stage of Evaluation brought the team together to collect and analyze data, develop findings, create an action plan, and implement the established action plan.

Project Based Learning (PBL) with hands-on applications will be used to teach STEM subjects in an integrated fashion. PBL provides students with opportunities to apply STEM knowledge and engage in STEM practices in interesting and relevant experiences and contexts. PBL is more student-centered, experiential, and open-ended with successful results when working with long-term English language learners. PBL provides students with an experiential instructional strategy that encourages students to be active learners. PBL engages students in projects that are based on problems encountered in real life, where multiple solutions are possible. Unique characteristics include small group work in a classroom where the teacher serves as a facilitator or guide. The acquisition of new information is acquired through self-directed learning. ***Research*** (Boaler, 2002) ***shows*** that after three years in a PBL school, the PBL students outperformed traditional students in mathematics achievement in both conceptual and applied knowledge. The experience of project-based learning was found to reduce student math anxiety.

In alignment with the National Institute for STEM Education, the Academy will incorporate the PBL Gold Standard (www.pblworks.org) framework to provide teachers and school leaders to develop a comprehensive PBL model. This model focuses on sustained inquiry and uses an iterative process to help students engage in research. The following seven steps are iterative in nature: develop essential questions, engage in inquiry, incorporate authenticity, embrace student voice, promote reflection, facilitate critique and revision, and create products/presentations to share. Teachers will continue to teach the state standards in all core classes. Students will engage in one STEM-based PBL project each marking period. This project is organic in nature and will be designed with students' questions and interests in mind. Each day students will spend 25-30 minutes on exploring and explaining the concepts and vocabulary. The remainder of the 60 minutes will be on STEM activities to promote the PBL's goals for each week. On Fridays, students will apply the concepts learned to their group project. Teachers will meet with students to clarify their understanding and/or misconceptions. Students will receive rubric-based feedback three times during the marking period. All completed projects will be presented to the whole class each marking period.

Project Based Learning will be the vehicle for delivering most of the curriculum. This delivery system will be supported by the Sheltered Instruction Observation Protocol Model (***SIOP***). SIOP is a ***research-based approach*** to delivering instruction to English Language Learners but has also been proven effective with all children. (http://www.siopinstitute.net/about.html). SIOP provides an (8) element framework: 1-Preparation; 2-Building Background; 3-Comprehensible Input; 4- Strategies; 5-Interaction; 6-Practical Application; 7-Lesson delivery; 8-Review and Assessment. SIOP gets students involved by providing a daily plan that teachers follow consistently. This plan is posted in the classroom for students to see. It has been employed with ESL as well as non-ESL students and research shows its effectiveness within all populations. When all teachers and grade levels utilize the SIOP approach, continuity and integration is ensured for all students at all grade levels.   Teacher support will be essential to the sustainability of the programming. Therefore, Master Teachers and coaches will be working closely to monitor implementation.

(e) 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.

The Academy will serve K-8 students. The elementary school division is for grades K-5 and middle school for grades 6-8. Using evidence based and research-based practices, the differentiation is based on developmentally appropriate activities and needs in mind.

Instruction will be delivered in a traditional self-contained classroom setting with certified teachers and additional support provided by bilingual paraprofessionals. Based on the needs of long-term English language learner students, additional supports will be provided in a "push-in" and "pull-out" basis from content specialists and ESL coaches as student needs demand.

Students who are identified and qualify for special education will receive ancillary supplemental instruction from a dedicated resource room teacher with additional services as needed from a contracted occupational therapist, speech therapist and social worker as individual IEPs may dictate. The goal will be to ensure that every student receives as much "main-stream" instruction as possible.

(f) 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 identifies of your students?

Due to an anticipated large population of EL students, the Academy will adopt Sheltered Instruction Observation Protocol as a universal method of teaching and learning. Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. "The SIOP Model is an empirically tested, research-based model of sheltered instruction that serves as a framework for planning and delivering instruction in content areas such as science, language arts, history, and mathematics. It also helps ESL (English as a second language) and ELD (English language development) teachers incorporate content topics and classroom tasks into their language lessons. SIOP reflects best practices from the research literature, each of its components are grounded in research, and it has a solid research base from empirical studies conducted on the SIOP Model itself" (https://www.janaechevarria.com). The SIOP model is known to the development team having been effectively utilized at other Network schools resulting in stronger ELL growth and progress. The SIOP Model can be used with STEM and PBL to advance EL achievement.

The Academy's proposed instructional methods are well-suited to the targeted student population because these are tailored to the individualized needs of that community. Given the fact that the community population is representative of over ten different ethnicities, speaking more than fifteen languages, the SIOP method will benefit this EL population. In addition, the Arabic language elective will be a unique enhancement to the program because there was a specific need identified in the community surveys to provide this language as the foreign language. Arabic was also identified as the most frequently spoken native language.

The educational program also emphasizes the importance of culturally responsive teaching through a variety of unique literature and resources to promote a positive image of immigrant families. In addition, our teachers and staff will be trained in culturally responsive methods to ensure the fidelity of the curriculum.

(g) Explain how the academic plan aligns with Tennessee's academic standards.

The Academic Plan is fully aligned with the Tennessee Academic Standards. The Academy has designed the scope and sequence of the unit plans to correlate with the TAS to ensure that ALL students reach mastery of the required content.   Grades K-8 students will experience a comprehensive and tailored transdisciplinary curriculum which will be enveloped in a research-based instructional rubric. All TAS aligned unit plans will be curriculum mapped in the Rubicon Atlas platform.

(h) 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.

Not applicable.

(i) 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 a N/A to this section.

Not applicable.

1.4   Academic Performance Standards

(a) Describe the proposed school's annual and long-term achievement goals.

Saber STEM Academy will promote its mission and vision by achieving these four academic standards:

- Standard 1: SSA shall, at a minimum, demonstrate that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level.

- Standard 2: SSA shall outperform host district/comparable districts on the state test(s) with respect to comparable subgroups of students.

- Standard 3: Using a recognized norm-referenced test, SSA shall demonstrate that:

    o Students' fall-to-spring growth demonstrates measurable progress toward grade level targets (closing the gap—bringing students closer to grade level); and

    o Students' median fall-to-spring Student Conditional Growth Percentile (SCGP) will be at the fiftieth percentile or higher (compares like students, with similar scores – not grade specific).

- Standard 4: Using a recognized norm-referenced test, SSA shall demonstrate that:

  - Students will achieve scores equal to or greater than the grade level reading and math College/Career Readiness (CCR) target; and

  - The percent of students meeting their projected score will average 80% (One year's growth in one year's time).

(b) Describe the process for setting, monitoring, and revising academic achievement goals.

Goals will be based on a "needs assessment" and using an inquiry-based approach. All goals will be aligned to the district/state expectations along with the needs of the community. The Academy's team is trained in the Data Wise protocols and will incorporate these evidence-based practices to design and implement the school-wide action plan. Here is the process that the Academy will take to ensure long-term success:

- Conduct a "needs assessment" by engaging the stakeholders and constituents.
- Review current academic achievement data and identify problems of practice.
- Conduct research on the problems of practice and consult with experts.
- Create a collaborative dialog to discuss the merits of proposed approaches to teaching and learning.
- Using a SMART goals template, identify specific, measurable, attainable, relevant and time-driven goals, objectives and outcomes.
- Create reciprocal accountability systems to monitor and adjust using formative measures.
- Assign specific roles and responsibilities to ensure oversight of the implementation of the plan.
- Develop ongoing processes to meet and regularly check-in on the progress monitoring aspects of the plan using both quantitative and qualitative measures.
- Promote a growth mindset by relentlessly monitoring and adjusting when needed to ensure that goals will be met in a timely manner.
- Create common language and indicators to help the team determine when goals have been met.
- Establish norms for celebrating success.

(c) Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.

If for any reason the Academy falls below state, district or our own standards, then a corrective action plan will be implemented and will include the following:

- Initiate conversations with the MNPS Charter School Office to ensure a collaborative approach to achieving the desired results.
- Conduct a "new needs assessment" using perception surveys, focus groups and data mining.
- Engage with consultants and communicate with the Tennessee Department of Education to develop a new plan of action for school improvement.
- Modify and/or change instructional strategies/resources to make improvements in light of research implications.
- Determine professional development needs of the principal and teachers.
- Provide a leadership coach to the principal and instructional coaching to staff. If coaching is not effective, then options include replacing leadership and teachers with more effective personnel.

- Communicate the new action plan with parents and engage in transparency-based discussions with the stakeholders.
- Increase progress monitoring and create short-term, achievable goals.
- Develop ongoing processes to meet and regularly check-in on the progress monitoring aspects of the plan using both quantitative and qualitative measures.
- Promote a growth mindset by relentlessly monitoring and adjusting when needed to ensure that goals will be met in a timely manner.
- Create common language and indicators to help the team determine when goals have been met.
- Establish norms for celebrating success.

(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[2]) that algins with Tennessee guidelines.

The Academy utilizes Response to Intervention (RtI) methodology within a Multi-Tiered System of Supports (MTSS) for early the early detection of possible special needs that students may have and to provide students with a variety of interventions designed to ensure that all students succeed. MTSS is " a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed." These learners are provided with targeted **interventions** and monitored for progress on an ongoing basis."

Following the guiding principles of Tennessee's RTI Model of Leadership, Culture of Collaboration and Prevention & Early Intervention, the Academy will implement with fidelity the planned supports and interventions. The Academy will follow the approach of providing Tier 1 Instruction to all students using a high-quality curriculum aligned with the Tennessee State Standards. Ten to fifteen percent of students will receive research-based Tier II interventions based on the deficits that universal screening has identified. For students not making significant progress with Tier II interventions, an additional amount of Tier III explicit and direct instruction will be provided to 3-5% of students. The Academy leadership is well-versed in using data to make informed instructional decisions.

(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.

The Academy will strive to meet a 95% daily attendance rate. In order to ensure high rates of student attendance, the Academy will promote a positive school climate and culture that is conducive to student engagement. We believe that students will love coming to school if it is place that will make them feel happy and proud. Using the Positive Behavior Intervention Systems along with the Leader in Me strategies, the Academy will ensure that students feel welcomed at school. All staff members will receive training and professional

development to create "cultures of thinking" where student engagement will be high and hence attendance low.

The Academy will utilize the following plan to address chronic absenteeism:

1. Any student who is absent from school excused or unexcused will receive a parent call from school administration.

2. Students who have consecutive absences will receive communication from the school principal.

3. Students who are absent from school for more than 5 days in a marking period will require a parent meeting and attendance improvement plan.

4. More chronically absent students will receive home visits to try and understand barriers that may be preventing students from regular attendance.

5. Students will be referred to appropriate Tennessee based human services agencies.

(f) Explain how students will matriculate through the proposed school (i.e., promotion/retention policies.

Students will be promoted from year to year through the grade levels in accordance with the following promotion strategies:

- Satisfactorily completing all of the courses and prescribed academic work.
- Demonstrating satisfactory progress in each of the relevant areas and individualized growth/ proficiency targets.
- Passing grade in all courses on the report card.

Students may be retained at grade level when the following steps are followed:

- Using a child study team approach, if a student is identified for retention, then the following measures will be in place:
- Use data to support the identification of the student.
- Incorporate whole child approach by utilizing social and emotional well-being of the student with the respective recommendations.
- Inform parents within 15 days of identification.
- Create a robust individualized promotion plan using evidence-based practices.
- Create a SMART plan to ensure reciprocal accountability.
- Create a plan for home to school connection.
- Monitor student progress and link to future grade's goals as part of the success criteria.
- Offer summer school program as an intervention.
- Communicate with the parents if adequate progress is not being made within the guidelines of 10 or 30 days respectively.

(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.

The Academy will fully adopt and align with the Tennessee State Board of Education's promotion and retention policies.

- Students will be monitored on their performance level on the TCAP level for proficiency and TVAAS/NWEA for their growth. The following indicators will be utilized:
- Satisfactorily completing all of the courses and prescribed academic work.
- Demonstrating satisfactory progress in each of the relevant areas and individualized growth/ proficiency targets.
- Passing grade in all courses on the report card.

In addition, the Academy will ensure that students in 3rd grade are monitored for promotion and will have research-based interventions accessible to them when needed.

1.5   Phase-In/Turnaround Planning – NOT APPLICABLE

1.6   High School Graduation and Postsecondary Readiness – NOT APPLICABLE

1.7   Assessments

(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.

Martha Stassen et al (2001, p.5) define assessment as the "The systematic collection and analysis of information to improve student learning." This definition epitomizes the very essence of the nature of assessments which is not only iterative but also captures the essential task of student assessment in the teaching and learning process. Essentially, student assessment enables teachers to measure the effectiveness of their teaching by linking student performance to specific learning objectives. Hence, teachers are then able to incorporate effective teaching strategies and revise ineffective ones from their pedagogical practices.

SSA will embrace the framework designed by Grant Wiggins and Jay McTighe called "Understanding by Design" (2005). This framework outlies the "backward design" model which guides the teachers to "think like an assessor" before designing the lessons.

The evaluation of student learning through a battery of assessment is critical because it provides feedback to teachers and students about the extent to which students are reaching mastery within the course objectives. As units progress, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point.

Assessment for learning occurs at all stages of the learning process. There are two forms of student assessment about teaching and learning, formative and summative assessments. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve their learning. Use of formal and informal strategies to adjust instruction while it is happening (see formative assessment guidance sheet). The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a respective standard or benchmark. Examples of summative assessments include a mid-term test, final, a paper or presentation (see guidance on summative assessments).

Here is an overview of the standardized assessment that SSA will utilize during the course of the year:

- STAR Reading (2-8): Using short, computer-adaptive reading tests, STAR reports provide teachers with students' reading and comprehension levels. This provides another snapshot of students' literacy profile. (Fall and Spring)

- Fountas & Pinnell (K-5): Using the *Fountas & Pinnell Benchmark Assessment Systems* to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. (Fall and Spring)

- WIDA (K-8) ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is used in Tennessee to test the language proficiency skills of the ELL students during each spring testing cycle. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. (Spring)

- WIDA APT (W-APT) stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system. (New students who have HL survey and did not participate in WIDA assessment)

The Academy's Assessment Plan is holistic, and performance based to include summative and formative methods. Both norm-referenced and criterion referenced data will be collected using the assessments which will guide instruction. Using a standards-based approach all assessments are aligned with the Tennessee Academic Standards. There are two approaches to assessment at SSA - one is the diagnostic and prescriptive model and the other uses interim, formative, and summative assessments as part of the elective model. The Assessment plan is both student and teacher centered. Students identified with disabilities may have accommodations provided for each assessment in accordance with their IEP. At a minimum, the Academy will use the following unique assessments:

L**ocal Unit Assessments -** Teacher-created assessments play an integral role in the formative and summative assessment plan at the Academy. Teachers will use the unit exams and quizzes to tailor instructional practices and pacing of the curriculum. These assessments will be based on best practices and collaborative work of teacher committees.

STEM Assessments – Various STEM projects will be completed by students and may include presentations, prototypes, posters, videos, blueprints and skits.   Student projects will be assessed by team and project rubrics. Team rubrics evaluate each member's role and participation, while a project rubric evaluates specific components of a final outcome. The assessment of STEM activities will also allow opportunities for student feedback. Students will have multiple opportunities to demonstrate the learning through performance-based assessments and will engage in self-assessment and self-monitoring skills (Cognia Performance Standards for STEM Certification – Standard 10).

Regular assessment practices will document the progression of student learning. An effective assessment plan incorporates interdependent assessment and evaluation processes to support data-driven decision-making assessments of children, educational programming (standardized criterion and normative based testing combined with objective and subjective classroom measures), teacher effectiveness, operations and finance, parental involvement, and governance.

The Academy is committed to assessing and evaluating the readiness levels of all the students The Academy will collect data on what is taught fully and what may have been left out from each year's curriculum plan. A skill-gap analysis will be essential to recover any loss of learning that may have occurred for incoming students during the pandemic. The Academy will face the difficult challenge of recovering skill gaps and still continue with the grade-level standards. To overcome this challenge, the Academy will incorporate the use of a Power Standards based approach to compacting the curriculum. Power Standards are standards that are essential to students' success in the future grade level. These standards are selected based on their endurance, leverage and readiness of the students.   Teachers will work in PLCs to determine these Power standards and essential objectives to help the students succeed in the Tennessee Academic Standards. The Academy will use a standards-based approach to formatively report students' progress in each of these Power standards with the school administration. Parents will receive formative data on cognitive and behavior processes of their children using Class Dojo. In addition, teachers will use a grace and guidance-based approach to grading students. Although, The Academy will continue using A-E report cards for student evaluations, it has removed the possibility of any student receiving an "F". Instead, students will receive "incompletes" which will allow for teachers, paraeducators and interventionists to work with students closely to get work completed. Parents will receive progress reports (after 4 weeks) and report cards at the end of the quarter. A strong emphasis is being placed on providing intense support to ensure that students complete their work by using all of the resources available. The Academy intends to have a plan in place to help communicate with the parents. Teachers will receive PD on communicating with parents and have the resources available to make this work.   Finally, the Academy will monitor students with interim assessments using local tools and standardized instruments such as Fountas and Pinnell, EasyCBM, common assessments and unit/chapter tests. The Academy will structure PLCs to have more conversations around data and monitoring practices to ensure students' mastery in the respective skills.

Students in grades K-3 will have Individual Reading Improvement Plans (IRIP) developed and implemented if a reading deficiency is evident as documented by the assessment program.

The management company and school administration will work with the SSA Board of Directors to develop and implement a continuously improved assessment and evaluation model that allows school leaders, staff, and parents to follow student progress and most effectively support their learning needs. The assessment program incorporates both standardized measures and classroom-based measures. It also measures ***growth*** in understanding and fluency in English. At SSA, standardized assessments will include the standards based NWEA's

Measure of Academic Progress (MAP) and the state TCAP assessments, including early literacy assessments. MAP is administered to all 1st through 8th grade students at the beginning, middle and end of the school year. Data from the MAP will be analyzed and curriculum delivery reconfigured and differentiated to reflect the State Standards in alignment with Tennessee's TCAP tests. MAP provides computer-based, criterion-referenced tests to measure student progress and growth towards content mastery at goal levels of 80 to 90%. TCAP will be a component of the overall assessment system, as is the WIDA for the English learner students. W-Apt along with the criterion referenced MAP tests, TCAP tests and grade specific, subject matter-related assessments provide teachers with the ability to improve ***teaching and student learning*** through measurable, data-driven decision-making.

To improve teaching and learning, all teachers will attend workshops at the beginning of the school year, in which they will engage in the analysis and understanding of the most recent assessment results. The results of all standardized tests will be reviewed by the administration and teachers upon receipt of the data. Results are reviewed throughout the year to determine intervention strategies and to adjust instruction as identified. As administrators and teachers look at the data, they will: 1) plan how improvements will be made; 2) put a process in place to assure improvements will take place; 3) assess the process throughout the year; and 4) act on the information received. This is a continuous cycle.

Through this ***multi-dimensional approach***, real-time tools provide teachers with up-to-date data to readily identify challenges and opportunities for students and make appropriate adjustments. Aggregate classroom assessment data provide objective measures for teacher accountability and help identify challenges and opportunities for professional development. Administrators will analyze comparative data to understand how students are performing individually, in class cohorts, as a school and against community and state averages. Administrators and teachers will keep abreast of the latest bi-lingual language models and update the program as necessary.

Individual student progress shall be reported to parents and students at regular intervals throughout the school year. Report cards are issued approximately every 9 weeks with progress reports in the interim (at about 4 weeks). In addition, parent/teacher conferences shall be held at scheduled times (reflected in the school calendar discussed in the response to Question 14) to provide a greater opportunity for parents and teachers to discuss student progress. School-wide progress shall also be communicated to students and parents at least annually in the Annual Education Report and Parent Dashboard as required by the State of Tennessee.

A portion of every monthly board meeting will be dedicated to the discussion of student achievement and progress toward the educational goals as stipulated in the Charter Contract. The reauthorization of the Academy will be dependent upon documented evidence of increasing proficiency and student growth.

Alignment - While Rubicon Atlas is designed to ensure that the curricula are effectively delivered through daily lessons that are prepared in full alignment with Tennessee Academic Standards, Next Generation Science Standards and World Language Standards; the continuous analysis of assessment data procured through TCAP, and MAP results will enable administrators and teachers to adjust curriculum delivery as needed to maximize ongoing alignment to the standards based on student achievement of those standards. To ensure that all students are prepared for college and post-graduation careers, SSA will implement a competency –based assessment model to complement the standardized assessment program.   It has been shown that competency-based education programs are intentional and utilize transparent approaches to curricular design. This ensures

that each learner is equipped with a full range of competencies that prepares the learner for post-graduation success. Competency based education is designed to reduce racial, cultural, socio-economic, gender and other potential bias.

Continuous School Improvement and Monitoring - The actions needed to develop high performance incorporate a belief that all students can learn to high standards. Leadership will provide the necessary infrastructure to make and sustain improvements in learning and the learning environment. SSA will provide a nurturing environment in which students can feel safe to stretch their abilities and climb to their highest selves. The school will put its primary focus on student, professional and system learning that is purposeful and intentional. School culture is best accomplished when every stakeholder changes their mental map to one that creates the images, assumptions, and perspectives of all students as successful future leaders.

Summative assessments, homework and PBL projects will receive a numeric grade and a rubric-based score, respectively. Parents will receive progress reports every 4-5 weeks and report cards each card marking (9 weeks). At least three times a year (as noted on the school calendar, question 14) parent/teacher conferences will be held to provide one-on-one time between teachers and parents to discuss each individual child's progress. Translators will be available for these meetings as need to ensure effective communication and understanding with the parents. Parents are not limited to this schedule and are encouraged to speak with the administration and faculty throughout the year to stay abreast and informed about student progress and needs.   Additional communication methods with parents will include Class Dojo and parent access to the academy's student information system portal – PowerSchool. The following criterion-referenced grading structure will be used to calculate final grades for students:

- PBL Project 30%
- Quizzes/Tests 30%
- Homework 10%
- Classwork 30%

Additional Information (including special education and English language learner support) will be available to parents in the administrative office and on the school's website.   Annual notifications are sent out to parents in multiple languages as required by legislation and include but are not limited to the Annual Education Report, Concussion Awareness, EL Annual Notification, etc. Other notifications to parents are sent out on an as needed basis and are translated into family home languages as appropriate.

> (b) Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.

The building principal will serve as the testing coordinator for the school. As the instructional leader of the school, the building principal will use these assessments to assist teachers and their instruction in a systematic and clear manner. At the beginning of each testing cycle the building principal will provide instructors with a schedule, training sessions and support necessary to complete the required assessments. During the assessments, teachers will monitor and proctor the assessments based on the guidelines. Once the assessments are completed and published, teachers will engage in data analysis and goal setting activities with the instructional leadership team.

(c) Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.

Assessment Results: data from assessment results is analyzed by Leadership and teacher teams to ensure that students are making necessary progress to achieve their learning outcomes. Data is used to group students for targeted interventions within our MTSS initiatives. Data is also used for all school improvement initiatives along with evaluating teacher growth scores as part of their final evaluation, annually.

Parents receive their child's report cards, progress reports, standardized and interim assessment reports as soon as these are available. Board members receive biannual reports on the district's data in a formal, Education Presentation. The SSA website will include up to date, assessment data for its buildings.

SSA regularly maintains and updates its **School Improvement Plan** (SIP) as a living document. The SIP includes academic goals for the core content areas. The school improvement team consists of the academy leadership team, teachers, parents, and board members, as well as other stakeholders who may have interest in the ongoing success of the academy. Using the Advance-ED platform, the academy annually completes a Program Evaluation, used to determine whether a particular curriculum or educational program has continued to support progress in the academy's designated SIP goals. Throughout the year, the academy's leadership team regularly and routinely reviews the yearly goals and examines **multiple sources of data** to determine adequate progress and needed interventions. Regular reports are made to the Academy's Board of Directors at their monthly meetings, as evidenced by board minutes. Board approved curriculum revisions are made pursuant to the leadership team's recommendations based on detailed data analysis and identified academy needs. SSA's SIP is designed to ensure alignment of instruction to lesson plans; implementation of formative and summative assessments; evidence of planned and asked questions, using the Marzano framework for rigorous questioning[1]; alignment of PLC committee meeting agenda to discussed skill gaps; peer-peer coaching opportunities for struggling teachers and the use of supplemental programming to support individual learning plans. The SIP is also aligned to the annual consolidated application which provides ample federal funding to the academy to support supplemental and school wide programming.

Identified Data and Other Documentation: Data that is reviewed by the school improvement team and utilized to drive instructional practices and long-term strategies include:

- Student enrollment data (Home Language Survey, Prior CA60 Records)
- Student assessment data to include formative and summative assessments (TCAP, NWEA MAP, W-Apt, WIDA, Fountas & Pinnell, etc.)
- Student attendance data (absences and tardies) (reported from PowerSchool)
- Student behavior data (referrals, suspensions, restorative justice practices)
- Student retention data
- Student demographic data (ethnicity, free and reduced eligibility, special education identification)
- Perception data from students, staff, and other stakeholders (annual surveys or as needed)
- Teacher retention data (not applicable in year 1)

[1]https://wres.pasco.k12.fl.us/wp-content/uploads/wres/2016/02/Marzano-Taxonomy_Questions-Stems-Phrases-Products1.pdf

- Teacher attendance data
- iObserve data (teacher evaluation process)
- Classroom observation data (Walkthroughs and Peer Evaluations)

Data collection, analysis and diagnosis coalesce into plans of action with critical initiatives to address in a one-year span. Long term goals become manageable when divided into short term stages. As results emerge, the academy can celebrate successes and re-evaluate its ongoing continuous improvement efforts.

As SSA enters its first year of operations for the fall of 2023, the School Improvement Team will consist of the Network's Superintendent -Dr. Azra Ali, the Director of Education -Dr. Randy Speck, the School Principal, at least one teacher from K/1, a teacher at the 2-3 grade level, a teacher at the upper elementary school level (4-5), a special education representative, a parent and at least one board member. Community partners (A World in Motion) will participate as their schedules allow. The School Improvement Team will meet on a monthly basis to review all identified data as noted above and recommend changes in the instructional methodology as appropriate.

(d) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

The value of intentional professional development is essential to successfully using data from regular assessments to identify learning gaps and make instructional changes. SAN will have a building instructional leadership team led by the building principal. Teacher leaders will be utilized to help foster an additional sense of ownership. Professional development will be offered that focuses, not only the instructional leadership team, but also the classroom teachers in the areas of instructional expertise and data driven plans. Teacher led professional development will also be employed to assist in aligning the school academic goals to that of each classroom and each individual student.

1.8   School Calendar and Schedule

(a) Provide the annual academic calendar for the proposed school as Attachment A.

A proposed school calendar for the 2023-2024 school year has been included 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.

The calendar adopted by SSA will follow the MNPS calendar with a few exceptions for which waivers will be requested as needed. In accordance with T.C.A§ 49-6-3004, SSA shall maintain a term of not less than two hundred (200) days, divided as follows:

1. One hundred eighty (180) days for classroom instruction;
2. Ten (10) days for vacation with pay;
3. Five (5) days for in-service education;

4. One (1) day for teacher-parent conferences; and
5. Four (4) other days as designated by the local board of education upon the recommendation of the superintendent of schools.

The calendar will provide a minimum of 180 days of classroom instruction. The school calendar will at all times comply with the *Tennessee* requirements related to days and hours of instruction. In addition to the graphic representation provided, a draft calendar has been attached in Attachment A as instructed.

School will be in session on Monday through Friday and the day will be scheduled from 7:50 a.m. to 3:15 p.m. Abbreviated days, when utilized and not to exceed three per year, will run from 7:50 a.m. to 12:00 p.m. Based on draft calculations, students will be provided 180 days of instruction for a total of 1,170 seat hours of instruction. This does not include the optional extended day classes students can take for an extra hour each day, Saturday class options or the hours of scheduled teacher professional development.

The daily schedule is arranged to support collaboration and planning between staff and consists of dedicated time for instruction in English Language Arts, Math, and a longer block for Science, providing emphasis on the integrated STEM education. Time is also allotted for physical education and other enrichment coursework such as art, music and foreign language. A sample schedule follows:

K-5 Monday-Thursday

- 7:50a.m.- 8:15a.m. Breakfast and Classroom Morning Meeting/SEL
- 8:15a.m.-9:00a.m. Reading Block
- 9:00a.m.-9:45a.m. Math Block
- 9:45a.m.-10a.m.Music and Movement a.m.
- 10a.m.-10:35a.m. Intervention/Enrichment
- 10:35-11:05 Social Studies
- 11:05-11:45p.m. Writing Block
- 11:45a.m.-12:25p.m Recess and Lunch
- 12:30-1:30p.m. Science Mini-Lesson and STEM Activities using Problem-Based Learning
- 1:30p.m.-2:10p.m. Foreign Language (Arabic)
- 2:15-3:00p.m. Specials Classes (PE (3 x week), Art (once a week), Music Education (once a week))
- 3:00-3:15p.m Planner and Pack-up

Grades K-5 Friday

- 7:50am.-8:30a.m. Breakfast and SEL Lesson
- 8:30a.m.-9:45a.m. Guided Reading and Writing Group
- 9:45a.m.-10:10 Music Movement/ Brain Break
- 10:15a.m.-11:00 Guided Math
- 11:00a.m.-11:45a.m. Specials (PE, ART or Music Education)
- 11:45a.m.-12:25p.m Recess and Lunch
- 12:30-1:45p.m. STEM PBL Projects
- 1:45p.m. Break
- 2p.m.-3:15 Small Group Academic Enrichment and Intervention

Grades 6-8 Monday-Thursday

- 7:50a.m. Breakfast
- 8:00-8:15a.m. SEL Lesson
- 8:20a.m.-9:05a.m. ELA
- 9:10a.m.-9:55am. Math Concepts and Skills
- 10:00a.m.-10:45a.m. Science
- 10:50a.m.-11:35a.m. Arabic/Foreign Language
- 11:40a.m.-12:25p.m. Lunch/Recess
- 12:30pm. -1:15p.m. Social Studies
- 1:20-2:00p.m. STEM Elective/Writing (2 x per week; writing 3 x week)
- 2:05p.m. 2:40p.m Elective (PE, Art, Music, Computers)--S1 PE/Art; S2 Comp/Music
- 2:45p.m.-3:15p.m. Intervention/Enrichment

Grades 6-8 Friday

- 7:50a.m. Breakfast
- 8:00-8:15a.m. SEL Lesson
- 8:20a.m.-9:05a.m. ELA
- 9:10a.m.-9:55am. Math Concepts and Skills
- 10:00a.m.-10:45a.m. Science
- 10:50a.m.-11:35a.m. Arabic/Foreign Language
- 11:40a.m.-12:25p.m. Lunch/Recess
- 12:30p.m.-2:00p.m. STEM PBL Projects
- 2:10 p.m.-3:15p.m ELA/Math Intervention/Enrichment

(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.

The Academy takes a comprehensive view of student supports using the framework called multi-tiered systems of supports (MTSS) to ensure student success in the classroom and across the school community. The MTSS framework along with RTI2 will used according to the research-based methods and best practices to provide students with an equitable and inclusive access to learning activities. Response to Intervention2 strategies will support students' academic intervention plans while MTSS will incorporate Response to Intervention and Response to Behavior. This includes students who face academic, behavioral, personal, and social-emotional challenges along with those who are chronically absent. As educators we recognize the correlation between non-academic factors and these influence students' academic potential. Therefore, the Academy will incorporate the MTSS strategies to meet students' needs in various areas of development. The Academy will utilize guidance and resources from the Tennessee's multi-tiered systems for support. The Academy will have a strong coordination team to implement the MTSS framework which will include administrators, teachers, resource teachers, students, parents, and behavioral guidance team members.

The calendar and schedule are optimal for small group and large group instructional cycles using intervention strategies for tier I, II and III students. Although the program is primarily focused on using a transdisciplinary

approach using the PBL model, a strong emphasis is placed on building the skills and processes that are part of the content standards. During dedicated times throughout the day, students will experience small and large group instructional opportunities that will allow for mastery of the standards. Since the school day ends by 3:15p.m., students will have ample time to participate in after school activities. In addition, Friday's schedule will allow for structured time for sustained work. Finally, there will be opportunities for skill-based instruction in the English language development.

The daily schedule is arranged to support collaboration and planning between staff and consists of dedicated time for instruction in English Language Arts, Math, social studies, intervention/enrichment and a longer block for Science, providing emphasis on the integrated STEM education. Time is also allotted for physical education and other enrichment coursework such as art and music. Students requiring supplementary instruction from special education teachers, reading specialists or other supplementary staff have a schedule that varies slightly to accommodate special needs. MTSS and special education student support services are delivered via "push in" and "pull out" formats, with the goal to keep the student within the mainstream classroom as much as possible, integrating additional services into regular instruction. Collaboration between "specials" teachers and core teachers has been proven to be highly effective in the implementation of this schedule and students' academic success. In addition, there will be daily 30 minutes of intervention/enrichment block for each grade-level. These 30 minutes will be used for tier ii and tier iii instruction for ALL students. The Academy will support gifted and talented students using enrichment time while students who are struggling academically, behaviorally, emotionally/personally will have opportunities to work on their personal development plans.

During PBL activities, teachers will work with students on their 21st learning skills and will plan tailored instruction that is explicit and intentional based on the students' needs. These power lesson aim to teach soft skills such as communication, critical thinking, collaboration and social skills. Teachers will plan small group tiered instruction using the MTSS framework to support students' success skills.

In calculating the number of instructional hours to ensure that SSA meets the mandated hours per year, administrators will adhere to the guidance provided in the Student Membership and Attendance Procedures Manual published by the Tennessee Department of Education.

(d) Describe any proposed extra-curricular or co-curricular activities or any other student-focused programming the proposed school will offer, including when they will begin, how often they will occur, and how they will be funded.

The Academy will provide students access to summer and after school programs. After School activities such as tutoring, and clubs will be funded through grants/and/or general fund. Students who are designated EL or at-risk of failing will qualify for free supplementary services after school. The Academy will also promote afterschool clubs such as sports, enrichment and community service projects to keep students engaged. These activities will be led by staff members who will be given a stipend to compensate for the extra time.

Latchkey services will be provided on a before-school and after-school basis to accommodate those parents whose schedules may require them to drop their students off early or pick students up after the school day schedule ends. Meaningful extra-curricular activities will be offered by trained supervisory staff. The need for latchkey services will be surveyed during the enrollment process so that personnel and activities are in place at the start of school if needed. Students will never be left unattended just because a parent may be delayed in picking up their children from school. Appropriate childcare licensing will be secured.

(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?

The academy will seek 21st Century after school funding, as well as LEAPS funding to support a robust after-school program to provide students with academic and enrichment activities designed to develop each student into a well-rounded scholar and citizen. The after-school program includes snack and tutoring for students in grades K-8. A slate of extra-curricular programs will be offered during the school days and include the following clubs: Sports Club, Green Environment Club, Service Projects and Volunteer Work, Science Olympiad, Math Pentathlon, Lego League, and First Robotics. In lieu of 21st Century funding, 31a funding may be utilized or ESSER III funding when available.

Afterschool Clubs will be offered from 32 weeks (beginning in September and ending in June). Clubs will meet once a week to provide students with enrichment options.

After school Tutoring will be offered for 32 weeks from September through June to provide students with academic support once a week in reading and twice a week in math.

Summer School programming will include 6 weeks of summer enrichment that will be available to all students. The Program will run four days a week for four hours. Program will be led by certified and highly qualified teachers. The focus will be on developing literacy and math essential skills along with SEL development.

1.9   Special Populations

(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)?

The Academy leadership team is well-versed in working with special populations, especially foreign-born, at-risk students and students identified with disabilities who qualify for special education services. Many of our leadership team members immigrated to the United States at various times and ages and have a personal understanding of the challenges that can occur.

In compliance with Federal and State law, SSA will have a formal child find process in place to ensure the early identification of students who may be identified with a disability that qualifies them for special education services and supports. As documented in the Network adopted Special Education Manual:

A parent or school can refer a student with a disability for special education services; in fact, schools have an affirmative obligation to find students with disabilities who may need help, including students who are homeless and those attending private or charter schools.

A student with a disability is eligible for special education services and supports if he or she fits into one of 13 categories of disability. Students who do not fit into one of the categories may still receive help under Section 504 of the Rehabilitation Act.

The process the school must use to determine which students are eligible for special education is set forth in the Disability Evaluations and Eligibility guidance document approved by the State Board of Education for the State of Tennessee. The guidance describes each step of the procedure, identifies the expertise of the evaluators, and explains the protections afforded. Clear timelines are provided so that the student does not have to wait indefinitely for help.

In most situations the need for special education is clear and uncontested by either the school or the student's parent. For some students, however, additional evaluations, extraordinary expertise or the exercise of due process rights is necessary. Special education eligibility and the educational assistance and protections this offers the student are extremely important. It is important to know the process for determining eligibility and to know what to do if there are difficulties along the way.

> (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?

Students requiring supplementary instruction from special education teachers, reading specialists or other supplementary staff have a schedule that varies slightly to accommodate special needs. The services are delivered via "push in" and "pull out" formats, with the goal to keep the student within the mainstream classroom as much as possible, integrating additional services into regular instruction. Collaboration between "specials" teachers and core teachers has been proven to be highly effective in the implementation of this schedule and students' academic success.

Early Intervention: SSA utilizes Response to Intervention (RtI[2]) methodology within a Multi-Tiered System of Supports (MTSS) for early the early detection of possible special needs that students may have and to provide students with a variety of interventions designed to ensure that all students succeed. The Response to Intervention Model is "an integrated, multi- tiered system of **instruction**, assessment, and **intervention** designed to meet the achievement and behavioral needs of all learners. ... MTSS is " a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed." These learners are provided with targeted **interventions** and monitored for progress on an ongoing basis."

Students in grades K-3 will have Individual Reading Improvement Plans (IRIP) developed and implemented if a reading deficiency is evident as documented by the assessment program.

(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).

The state of Tennessee is one of the five states in the United States with the lowest rate of college enrollment for students with disabilities at 21.2%.   Additionally, the high school attainment gap for students with disabilities in Tennessee is 13.5% which is higher than the national average of 12.5% (U.S. Census Bureau, 2015-2019 American Community Survey).

Child Find: SSA will have a formal child find process in place to ensure the early identification of students who may be identified with a disability that qualifies them for special education services and supports. As documented in the Network adopted Special Education Manual:

> *A parent or school can refer a student with a disability for special education services; in fact, schools have an affirmative obligation to find students with disabilities who may need help, including students who are homeless and those attending private or charter schools.*

> *A student with a disability is eligible for special education services and supports if he or she fits into one of 13 categories of disability. Students who do not fit into one of the categories may still receive help under Section 504 of the Rehabilitation Act.*

> *The process the school must use to determine which students are eligible for special education is set forth in the Tennessee Administrative Rules for Special Education (MARSE). The MARSE describe each step of the procedure, identify the expertise of the evaluators, and explain the protections afforded. Clear timelines are provided so that the student does not have to wait indefinitely for help.*

> *In most situations the need for special education is clear and uncontested by either the school or the student's parent. For some students, however, additional evaluations, extraordinary expertise or the exercise of due process rights is necessary. Special education eligibility and the educational assistance and protections this offers the student are extremely important. It is important to know the process for determining eligibility and to know what to do if there are difficulties along the way.*

> ***Child Find***

Amended Application for a Public Charter School
Saber STEM Academy

IDEA instructs the state to engage in "Child Find" activities. This means that schools cannot just sit back and wait for parents, teachers, or other interested people to notify them about a student who may need special education services. They must have a method in place to search out and identify students who need services. The school must also find ways to determine which children are receiving special education and related services. 20 USC 1412(a)(3); 34 CFR 300.111.

The academy's **special education** department will deliver services for students with identified special needs. The department will consist, at a minimum, of one resource room teacher, one speech and language pathologist and one social worker. The academy will contract with The Futures Healthcore (or other qualified vendor), to fill these positions unless numbers warrant hiring a full-time resource room teacher. Additionally, the academy will contract the services of a school psychologist (Total Education Solutions) for testing and evaluation of students suspected of learning disabilities, as well as an occupational therapist (and physical therapist, as needed). The academy will employ a school social worker for any student who requires social work services.

While the academy emphasizes mainstreaming and inclusive education, pullout services are utilized for students whose IEPs require speech and language services or resource room supports. Special education is provided in the least restrictive environment and complies with FAPE. Due to the target population of English Language Learners, it should also be noted that considerable care is taken to not over-identify students for special education when a language barrier may be the initial learning barrier. All students are administered a Home Language Survey upon admission. Students who indicate that a language other than English is spoken at home are also administered the W-Apt to determine eligibility for English Language Learner supports. WIDA scores are taken into consideration when and if speech and language concerns are raised. General education teachers work collaboratively with the special education department through the academy's Response to Intervention (RtI) coordinator. The RtI coordinator and social worker are utilized to ensure general education teachers are kept up to date on accommodations through the provision of 'IEPs at a glance,' which succinctly summarize the needed modifications and accommodations for students with IEPs in a general education setting. The STEM education offered at SSA will provide an ongoing opportunity for students with special needs to use problem-solving skills and higher-level thinking in a fun way. As an **innovative approach** to special education, Ed.gov reports that "early engagement in STEM is critical for our youngest learners because opportunity gaps in STEM can begin prior to preschool—and they can continue grow as students progress through school. There are a host of ways that the public and private sectors can partner to better address this STEM opportunity gap in early learning, such as integrating STEM with the arts and literacy, and using education technologies including screen media (e.g., television, computers, videogames, tablets)… The use of technology can be an important tool for closing these gaps when used intentionally and appropriately in conjunction with other forms of pedagogy." Jolly (2016) writes that special education students tend to thrive in "active, hands-on, problem-solving classroom environments" where there is regular movement, shorter class times, smaller classes, respectful understanding environments, and flexible teaching styles. Jolly adds that, "the unique design of STEM lessons allows students, regardless of disability, access to real-life learning experiences" (https://www.middleweb.com/28082/stem-classes-and-kids-with-special-needs). STEM programming and the use of technology is also proven to be an effective research-based educational best practice for the target population of English language learners (Sotomayor, 2013; National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Board on Science Education; Board on Children, Youth, and Families; Committee on Supporting English Learners in STEM Subjects; David Francis and Amy Stephens, Editors)

Amended Application for a Public Charter School Saber STEM Academy

When making educational placement decisions for students with disabilities, the Academy ensures that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team makes decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy follows all Special Education Rules as issued by the Tennessee Department of Education. Caseload requirements are maintained in accordance with requirements. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs are developed, revised, and implemented in accordance with the ***Individuals with Disabilities Education Improvement Act*** ("IDEA") and state law and regulations.

The continuum of special education services for school-age students with disabilities is an array of services to meet an individual student's needs that may include:

Consultant Teacher Services (CT)-- CT services are provided to a school-age student with a disability in the student's general education classes, and/or to the student's general education teachers. These services are provided by a certified special education teacher, unless the CT services are to be provided for the purpose of providing specially designed reading instruction, such instruction may be provided by a certified reading teacher qualified.

   • Direct CT services means specially designed instruction provided to student(s) with a disability by a certified special education teacher, to aid the student(s) to benefit from the general education class instruction. The purpose is to adapt the content, methodology, or delivery of instruction to support the student(s) to successfully participate and progress in the general curriculum during regular instruction. Direct CT can be combined with indirect CT services.
   • Indirect CT services means consultation provided by a certified special education teacher to a general education teacher. The purpose is to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.

Resource Room Services- Resource room program is a special education program for a student with a disability who needs specialized supplementary instruction for a portion of the school day. Resource Room instruction is not provided in place of the student's regular academic instruction.

Integrated Co-Teaching Services- Integrated co-teaching services, means the provision of specially designed academic instruction provided to a group of students with disabilities and nondisabled students. This is sometimes called "Collaborative Team Teaching," and involves a class being taught by both a special education teacher and a general education teacher. In this model, both teachers share responsibility for the planning and delivering of primary instruction, as well as evaluation for all students. Integrated co-teaching can be an alternative to placement in a special class with the added benefit of having both a special education and a general education teacher deliver the curriculum to the student.

 Related Services- Related services assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services include but are not limited to: Speech-language therapy, audiology services and/or interpreting services, physical therapy, occupational therapy, counseling services and/or psychological counseling services, orientation and mobility service, parent counseling and training, school health services and/or school nursing services, and assistive technology services.

Additional special education services that may be recommended for students include:

Adapted Physical Education- Adapted physical education is a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

Special Transportation- Special transportation means services and supports necessary for the student to travel to and from school and between schools; in and around school buildings; and includes specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation to a student with a disability. Examples of special transportation include special seating; vehicle and/or equipment needs; adult supervision; type of transportation; and other accommodations.

The Academy fully complies with both state and federal laws and regulations governing children with disabilities:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.

2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Tennessee Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

The Saber STEM Academy will adhere to the rules and regulations of the "Say Dyslexia" law which requires school districts to screen all students for characteristics of dyslexia as part of the RTI process. As part of the Say Dyslexia guidelines, The Academy will ensure that there is a universal screening process available to identify students for appropriate interventions. Parents will be provided with the necessary information and given the resources. All three steps of the Universal Screening process will be utilized to ensure that students are receiving equitable access to the programming. As part of the plan, students will receive tailored instruction that is explicit, systematic/cumulative, multisensory, language-based, and aligned to individual student needs. Teachers will be trained in appropriate programming and professional needs to ensure a successful implementation of the interventions. Reporting and compliance will be in accordance with the Say Dyslexia law and the Academy will remain compliant with the processes.

When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy ensures that the IEP is fully implemented in accordance with IDEA and is reviewed annually or more frequently as determined. The RtI Coordinator is responsible for the Academy's child find process and information regarding the special education program is available to parents in the main office.

Students who are identified with disabilities and qualify for special education may receive ***Resource Room*** supports, occupational therapy, speech, and language therapy, as well as social work services in accordance with their established Individualized Education Plan (IEP) updated on at least an annual basis in accordance with the Individuals with Disabilities Education Act. Students will be afforded a free and appropriate public education in the least restrictive environment.   In anticipation that 10-12% of students may qualify for special education services, the academy plans to hire a Resource Room teacher to provide one-to-one and small group support for a caseload not to exceed 23 students. Should the number of students who qualify for special education exceed that caseload; the academy will contract for a part-time resource room teacher from The Futures Healthcore. The Futures

Healthcore will also provide contracted OT and speech therapists. The academy anticipates hiring a full-time school social worker to support special education and other at-risk students. Psychological testing will be conducted under contract with Total Education Solutions. The academy anticipates receiving IDEA funding.

Other individuals with disabilities, who do not qualify for special education, may receive additional supports and accommodations in accordance with an established 504 Plan as required under the Americans with Disabilities Act.

(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.

In accordance with the State Board rules, all EL students shall have an individual learning plan (ILP) contains assessment data, short-term goals to progress in proficiency, growth trajectories, strategies, accommodations, and scaffolding used in the delivery of ESL services. All teachers who provide ESL services shall be provided with annual training to include ELD standards, appropriate ESL instructional methods, and strategies for collaboration.

Based on the development team's experience in serving English Language Learners, the academy will include a comprehensive **Newcomer Program** to provide supports to students who are recent immigrants and the broad range of English Language Learners across the spectrum including Emerging English speakers, Developing English Speakers, Expanding English speakers, and Bridging English speakers. Supports vary depending upon student need and ability and may include ESL coaches, bilingual paraprofessionals, tutors, social work, speech therapy and the utilization of various research-based programming specific to the needs of English Language Learners such as SIOP (Sheltered Instruction Observation Protocols), ILit from Savaas Learning, Rosetta Stone, and Imagine Learning. Supports for English Language Learners will be provided beginning on the first day of school, although some support positions may be hired based on available funding through Title III or Section 41. The Network has experience operating Newcomer Programs at both Oakland International Academy and Caniff Liberty Academy where approximately 40% of the student population are reported as "immigrants".

As per the Every Student Succeeds Act (ESSA) and Tennessee State Board Policy, the Saber STEM Academy will strive to ensure that all guidelines under this framework are followed and practiced. The Academy will ensure that the following criteria are met as per SBP 2.207:

1. Anti-discrimination policies and practices are identified clearly.

2. Identification and entrance criteria for ELs are listed in the parent handbook.

3. Parents are notified of their rights.

4. Service plans are in full compliance with State regulations.

5. Staffing ratios are met (20:1).

6. Exit criteria and plans for long-term English learners are in place.

Teachers at the Saber STEM Academy will utilize the guidance document on Teaching Literacy in Tennessee: English Learner Companion. The Academy will strive to provide equitable access to ALL students and is committed to ensuring that all students receive adequate instruction to improve their growth and achievement targets. The primary goal will be to support the Tennessee goal of 75% of EL students will appropriate growth standards on WIDA Access. In addition, the Academy will ensure that the "Metrics for Success" are in alignment with the Tennessee goal for ELs and include the following:

1. Decrease the percent of students not exiting ESL services within six years.

2. Increase the percent of ELs with initially strong oral language production skills who exit within three years.

3. Increase the percent of ELs making sufficient growth toward English proficiency.

4. Increase the percent of former ELs who score on track on content assessments

English Language Learners are identified through the Home Language Survey administered to all students during the enrollment process. Students whose native language is not English are then administered the W-Apt to assess English proficiency. Students who are subsequently identified as English Language Learners are provided with necessary support (ESL instruction) and translation services to ensure the acquisition of English. Tennessee's ESSA plan includes a metric for English language proficiency using the WIDA Access as its English language proficiency assessment. Annual WIDA assessments assess student growth in English proficiency, and students are exited from the ELL program as appropriate. Translations services are also provided to ensure effective home/school communications.   Adult ESL classes are offered in the evenings with available funding.

In accordance with the State Board rules, all EL students shall have an individual learning plan (ILP) containing assessment data, short-term goals to progress in proficiency, growth trajectories, strategies, accommodations, and scaffolding used in the delivery of ESL services. All teachers who provide ESL services shall be provided with annual training to include ELD standards, appropriate ESL instructional methods, and strategies for collaboration. The ILPs will be created by ESL teachers in collaboration with the other teachers, administrators, counselors, parents, and students.

The Saber STEM Academy will utilize multiple program models to support ELs:

- Sheltered English instruction (levels 3-5)

- Structured English immersion (levels 1)

- Content-based English instruction (levels 2-5)

- Pull-out and push-in instruction (all levels for pull-out and levels 3-5 for push-in.)

The decision to utilize a specific model will be based on authentic feedback from teachers, parents, and students using data-based decision-making.

Based on the development team's experience in serving English Language Learners, the academy will include a comprehensive **Newcomer Program** to provide support to students who are recent immigrants and the broad range of English Language Learners across the spectrum including Emerging English speakers, Developing English Speakers, Expanding English speakers, and Bridging English speakers. Supports vary depending upon student need and ability and may include ESL coaches, bilingual paraprofessionals, tutors, social work, speech therapy and the utilization of various research-based programming specific to the needs of English Language Learners such as SIOP (Sheltered Instruction Observation Protocols), ILit from Savaas Learning, Rosetta Stone, and Imagine Learning. Supports for English Language Learners will be provided beginning on the first day of school, although some support positions may be hired based on available funding through Title III or Section 41. The Network has experience operating Newcomer Programs at both Oakland International Academy and Caniff Liberty Academy, where approximately 40% of the student population are reported as "immigrants".

EL students who score a 4.4 composite or higher and 4.2 or higher for literacy on the WIDA or ACCESS shall be exited from the program.

(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.

Social work services are not limited to students with an IEP or 504 plan but will be available to all students who may need additional resources based on poverty, homelessness, foster care, recent immigration status or other social/emotional needs. The on-site school social worker will have a variety of resources available to support students and families. Referrals to outside agencies will be provided as needed and these agencies may include the Davidson County Health Department, and the Tennessee Department of Human Services. The social worker will maintain a list that includes various agencies that provide counseling, emergency assistance, health services, legal services, parent and family support groups, substance abuse services, and various youth programs.

All programming at the school will be designed with the students' needs at the forefront, whether it is the percentage of economically disadvantaged students who need greater exposure to community-based resources, limited English proficient students and families who require translation services and/or ESL instruction, or cultural biases that require greater understanding and knowledge.

The planning team recognizes the need to not only provide equitable academic opportunities for the students within The Academy but to also provide opportunities for students to continue to develop their mental and social-emotional health as well. The Academy values the knowledge, skills, attitudes, and behaviors that individuals need to make choice and engage in decision-making. Our primary goals as supported in the Tennessee State's strategic education plan is to support the health, safety, and wellness of our students. Using the framework from CASEL, we will provide students with a comprehensive SEL Program. The Academy will use the

Social-Emotional Learning (SEL) curriculum "The Leader in Me" to provide dedicated lessons to meet the needs of the students.

In light of the pandemic and the learning loss that students may have experienced over the past eighteen months, SSA will also provide a program of accelerated learning to ensure that students recover the learning that may have been lost and accelerate their learning to get back on grade level. Accelerated learning is a strategy that research has shown works better than traditional remediation. SSA will establish a school environment that enables accelerated learning to include "supportive relationships, safe environments, and culturally responsive activities). To promote accelerated learning, SSA will provide all students with social emotional learning (SEL) as noted above, Positive Behavior Interventions and Supports (PBIS) within a Multi-Tiered System of Supports (MTSS).

(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.

SSA will primarily have a focus on serving the foreign-born population that is so prevalent in the Southeast area of Nashville, specifically Antioch. While many of our students will be a part of the general education population, the Academy will ensure gifted students are identified and have access to challenging and engaging learning opportunities.

The Academy will follow the guidance found in the English as a Second Language Program Guide from the Tennessee Department of Education. The guide offers these recommendations for evaluating students for gifted students:

Evaluating students for gifted programs shall include the following:

• Assessment through a multi-modal identification process, wherein no singular mechanism, criterion, or cut-off score is used for determination of eligibility

 • Individual evaluation procedures that include appropriate use of instruments sensitive to cultural, linguistic, and environmental factors or sensory impairments

• Multiple criteria and multiple assessment measures in procedures followed for screening and comprehensive assessment

1.10 School Culture and Discipline

(a) Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families.

A draft Student Handbook has been included in Attachment B as instructed.

(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.

One of the primary goals of a high performing school is the development of a healthy, safe and supportive learning environment for all students. Relationships of mutual respect between students and staff go a long way toward reducing disruptive student behavior. Developing a sense of belonging in the students toward the school is also a key step in reducing problem behavior. The goal is to create a culture where when behavioral problems arise the students themselves proactively address the situation. When adults take disciplinary action, it should be designed to teach new behaviors. Discipline should not deprive students of the opportunity for continuous academic learning.

It is critical for all teachers and administrators to understand how poverty can influence learning. Poverty related factors can intervene in the students' ability to learn through health and well-being, language and literacy development, material resources, and mobility. SCS AND the Network believes that schools must foster a bond between the students and the school, by fostering caring relationships creating student advisories, creating smaller learning environments, and increasing the likelihood participation in extracurricular activities. Trust must be established between school and home, student and teacher.

According to Coggins (2002), student behavior is a national concern within schools today.The disruptive behavior of students can be attributed to various causes, which can include learning disabilities and other physical and psychological disabilities. Schools have an obligation to educate all students regardless of their learning abilities or suspected disabilities. In order to ensure effective learning, schools need to address the multiple needs that students have.

The Academy will strive to promote a positive school culture and climate that will be based on our mission and vision; a nurturing and caring school environment. We believe that school culture is the belief and attitude influencing every aspect of how a school functions. We attest that "culture" shared by all school stakeholders makes the actualization of both short- and long-term goals easier.

The best practices for shaping our school culture are built around the themes of a shared vision, shared values, norms, patterns and behaviors, tangible evidence, team-learning and personal mastery along with the work supported by the research from Hall & Hord, 2015. The Academy's development team understands that good school culture starts with connections–strong and overlapping interactions among all members of the school community.

The Academy's school-wide model on school climate is based on the framework of Safe Supportive School Model which was developed by a national panel of researchers and other experts in the field. This model highlights the

three main tenets which determine a positive school climate: engagement, safety and environment. The following descriptors define these tenets:

Engagement–cultural and linguistic competence, relationships, school participation.

Safety–emotional, physical, psychological safety, antibullying policies, emergency readiness and crises intervention.

Environment–physical environment, instructional environment, physical and mental health, discipline.

The Academy will strive to ensure that a positive school culture and climate is reminiscent of the acronym, JEDI (Justice, Equity, Diversity and Inclusion). Under this umbrella, the following key programs will be weaved in to promote these ideals:

1. Leader in Me Program
2. Positive Behavior and Intervention Systems
3. Restorative Practices

The Academy's ethos is developed with the underpinning traits of the aforementioned programs to ensure perpetual practice.

To that end, the Student Creed at the Saber STEM Academy will cultivate and nurture students who strive to:

- Be safe, respectful and responsible citizens of our school community.
- Build relationships and be compassionate towards each other.
- Repair relationships and restore respect by taking responsibility and ensuring accountability.
- Practice a growth mindset by embracing the seven strategies of effective people.
- Become lifelong learners committed to achieving excellence and doing their personal best.
- Embody positive character traits such as honesty, courage, trustworthiness, and respect to make the world a better place.

Steps that the Network has taken in other schools include:

1. Monitoring data related to ensuring a safe learning environment.
2. Connecting every student to a caring adult.
3. Student advisories.
4. Personalized relationships through small learning environments.
5. Opportunities for all students to participate in extracurricular activities.
6. Engaging families in the school.
7. Personalizing the connection between home and school.
8. Effective adult mentoring programs.
9. Community-based learning and service-learning opportunities.
10. Home visits.
11. Effective two-way communication between home and school.

(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.

SSA will build a positive culture for students, teachers, administrators and parents using the key principles taught within the Leader in ME program by Franklin Covey.

> Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. There are over 5,000 Leader in Me schools in all 50 states and in over 50 countries. Our mission is to unleash the greatness in students, educators, and school communities everywhere. (https://www.leaderinme.org/)

Leader in Me provides schools with a model and process that addresses common challenges that are unique to students. Parents, educators, and school administrators are concerned with their child's physical, mental, social, and economic well-being, all of which are factors that can contribute to or hinder academic success. Teachers, staff, and administrators at *Leader in Me* Schools are empowered to provide support in all of these areas by creating a learning environment that addresses whole-child education with five (5) Core Paradigms:

1. Everyone can be a leader
2. Everyone has genius
3. Change starts with me
4. Educators empower students to lead their own learning
5. Develop the whole person

These paradigms influence the behavior of staff, students, and their families. Leader in Me schools help students feel emotionally safe, socially supported, and academically engaged. The Leader in Me process builds the personal and professional capacity of educators, equipping them with the know-how to simultaneously guide a student's development in all three skill domains. As students apply this expanded set of skills toward academic achievement, they improve their ability to succeed. Positive school culture is an essential requirement for ensuring higher attendance. Research has found that when students and staff feel valued and recognized for their unique gifts and talents, they experience an increased desire to engage with people and activities at school. This student and staff engagement helps students and staff see that their presence impacts others, and their attendance positively benefits other students and teachers in their classrooms. As a result, attendance rates naturally increase. "Key elements of The Leader in Me include (a) a common understanding of and pervasive use of Seven Habits language, (b) student goal setting and data tracking, (c) leadership opportunities for students, and (d) a school culture that promotes student ownership of learning do indeed increase student motivation and promote positive peer interactions" (Tidd, 1996). The inclusion of Leader in Me teaching on a daily basis within the established curriculum will ensure that all students are supported and guided to become leaders, regardless of whether they enroll in SSA at the start of the school year or during the school 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.

The Academy will ensure that the school environment is safe, engaging and conducive to learning for ALL students. The framework for embracing special populations is designed using the five dimensions of schooling model: intentional, structural, curricular, pedagogical and evaluative. The Academy intends to be intentional in its design of the missions and vision to utilize the lens of social justice, equity, diversity and equity in the educational programing. The Academy will promote a structural scheme that includes a calendar built around celebration of diverse cultures and ethnicities. In addition, specific attention has been granted towards creating a learning environment that can welcome all students in engaging ways. This includes how classrooms are arranged and how students and teachers use their time. The Academy has plans for curricular and pedagogical modification to ensure that all students receive an equitable learning environment. The Academy has plans on how success targets and criteria will be utilized and aligned with the inclusive schooling practices. Using evidence-based practices such as mixed-ability groupings, accommodations and translations, we believe that all students including EL, Special Education and at-risk student populations will be able to reach their full potential.

(e) Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).

The Academy will incorporate a two-pronged approach to ensuring discipline and safety of all students. The first method will be proactive and responsive in nature and will hinge on the ideals of Restorative Justice Practices. If the first method is exhausted and severe infractions are present then a more traditional, retributive approach of suspensions and detentions will be utilized**.**

Restorative Practices:

Restorative Justice (RJ) is a culture and a set of practices that engages the whole school community in building relationships and repairing harm through mutual, inclusive dialog and cooperation to restore respect. The three tenets of RJ include identifying harms and needs, explaining accountability and responsibility and finally communicating in enlarged circles to ensure proper resolutions. Restorative Justice is a broad term that encompasses a growing social movement to institutionalize non-punitive, relationship-centered approaches for avoiding and addressing harm, responding to violations of legal and human rights, and collaboratively solving problems (Restorative Justice in U.S. Schools, 2019).

The student discipline policy is included in the school handbook which is included in Attachment A.

(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.

Student Discipline: To prevent the overuse of discipline strategies the academy also implements Restorative Justice Practices throughout the building. Restorative justice is designed to keep kids in school rather than resort to suspension or expulsion. A child that is not in school is a child that is not learning. Restorative justice empowers our staff and students to develop tolerance and understanding in the development of skill sets that promote better decision making.

1.11 Recruitment and Enrollment

(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 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.

A draft enrollment policy has been included in Attachment D as instructed.

(b) Describe how parents and other members of the community will be informed about the proposed school. How are you assessing demand for your school?

Members of the development team met with leaders from Antioch and Cane Ridge immigrant community (representing parents, residents, community leaders, and business owners) to discuss alternatives to current public education options. Subsequently, the planning team conducted additional virtual **meetings with the community** and conducted multiple **surveys** of community members regarding unmet educational needs, resulting in the design of SSA's STEM focus in support of EL students. A major concern among the parents was that long term English Language Learner (EL) students are not academically prepared for college. This concern is reinforced by the identified achievement gap between LEP (Limited English Proficient) students and their non-LEP counterparts as demonstrated by results on standardized tests. In addition to language barriers that exist for EL students, students must also overcome cultural biases in curriculum, instructional methodology, and assessment processes. Additionally, immigrant students may dress differently and observe different customs than their non-immigrant peers which prevents the seamless integration into the social structures of the traditional public school. Finally, many of these students have faced cultural and/or religious prejudices both in their homelands and in traditional schools once they arrive in the United States. This prejudice often shows itself as bullying which research shows is a barrier to effective learning. Stopbullying.gov reports that kids who are bullied may show "Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school" (http://www.stopbullying.gov/at-risk/effects/#bullied).

The most **recent survey data** received shows that 80% of respondents are interested in a tuition free, STEM, K-8 program.

As developers prepare for a 2023 school opening, multiple community events will be scheduled to further reach out to the community and provide information regarding the educational program at SSA.

SSA students will engage in meaningful and relevant learning conducted within a cultural safe harbor. SSA will embrace and celebrate all cultures through its laser focus on college and career readiness designed to enhance and empower students who may have been struggling to acclimate. The founders propose a school that will **eliminate the achievement gap between EL and non-EL students**. The fundamental mission of the school will be to prepare all students (including ELs) for high quality secondary education leading to college and careers through a research-based STEM driven curriculum.

(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.

SSA will allow students to enroll in the Academy in accordance with the enrollment limits established by the Charter Contract in collaboration between MNPS and the SSA Board of Directors. The development team anticipates that many of the students currently enrolled at WCS will apply to SSA. In accordance with board approved **enrollment policies** (attached as an appendice) and because space is limited, each student must enroll each year and when new applications exceed available seats a random lottery will be utlized for the selection

process. **Preferences** will be in writing and given to currently enrolled students and siblings of enrolled students. When maximum enrollment for any grade has been reached, new applicants shall be placed on a **wait list** and admitted on the basis of a **lottery** system. A board approved lottery procedure has been prepared and is attached as an appendix. The Academy will not discriminate in admission or access to, participation in, or treatment, in its programs and activities.   An aggressive **marketing campaign** will be initiated once authorization is secured and will continue leading up to the start of school. Numerous media sources will be utilized and marketing efforts will be conducted in English, Arabic, Somali and Bengali, at a minimum. Parents will be able to access enrollment forms on the academy's website. Parents willl also be able to call the school, once a number has been acquired. Administrators will return calls in a timely fashion to ensure that all parents have equitable access to the SSA program offerings. Translators will be available as needed. The following table summarizes the marketing plan:

Activity	Time Frame	Person Accountable
Building Sign	July 2023	Mr. Hassan
School Website	January 2023	Mr. Fayed
Instagram Page	March 2023	Mr. Fayed
Facebook Page	March 2023	Mr. Fayed
Social Media Campaign and Boosts to Fb	April 2023-October 2023	To Be Determined
Flyer Distribution	February 2023	Mr. Hassan and Mr. Mohamed
Advertisements	February 2023-October 2023	Mr. Mohamed
Focus Groups	January/April/July 2023	Dr. Ali, Dr. Speck and Mr. Saber
Event Boost	May 11th and July 20th, 2023	Mr. Saber, Dr. Speck and Dr. Ali
Open House 1	May 15th	School Leadership Team
Open House 2	August 15th	School Leadership Team
Open House 3	September 11th	School Leadership Team
Back-to-School Social	September 12th	School Leadership Team

Marketing will continue via the website and other social media outlets. Additionally, SSA will conduct a number of Kindergarten Round Ups in the Spring of 2023. Open Houses and other social events (Ice Cream Socials) will also be held. Regular events will be held at the facility throughout the coming year to engage both parents and prospective students in the gymnasium of the facility.

Administration is confident that the minimum enrollment will be met or exceeded for the Fall of 2023. In 2024 and beyond, emphasis will be placed on the recruitment of new students, but the primary focus will be on the

retention of existing students through the provision of a solid academic program in a safe environment with sensitivity to cultural and language differences. The **key to retention** is to ensure that all students and parents feel secure in a safe and sound environment designed for student learning with superior educational opportunities. Effective communication with parents and students are keys to retention of students. Key strategies that SSA will employ to retain students will include:

- English Language supports and a culturally sensitive curriculum.
- Early identification of special needs and the provision of support services.
- Frequent assessments that keep both the parent and student informed of progress.
- An Individual Education Plan detailing the pace needed to become college ready.
- Frequent contact with parents regarding their child's progress and needs.
- After-school and weekend programs that provide the student with extra support.
- After-school activities that ensure the student views school as a second home.
- A building that is supportive, warm and friendly to the parents and students.
- Retention of staff from year to year to build a strong foundation of teachers and staff.
- Weekly school and classroom newsletters, messages delivered via Tele-Parent phoning tool, and various other school memos.
- Numerous school events to maximize "family" involvement.
- Transportation

Salman Community Services and the Network have significant experience with community engagement, student recruitment and enrollment. Oakland International Academy has served a similar population for more than twenty years; opening with a population that was less the one hundred (1999) and growing over the years to serve more than 800 students in kindergarten through grade twelve (800% growth). Caniff Liberty Academy, also managed by the Network, opened in 2013 with 320 students (K-8) and currently serves 503 students (157% growth).   Network schools are committed to promoting discussion of cultural appreciation and celebration through a recognition of cultural dress codes, halal food needs, religious observances and constitutionally protected prayer.

(d) Describe how students will be given an equal opportunity to attend the proposed school. Specifically, 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.

Enrollment strategies will include mailings to targeted zip codes with high concentrations of low-income families while printing all outreach materials in multiple languages. If SSA has more interested students than capacity, it will conduct a random third-party monitored lottery.

(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.

Subsequent to the first year of operations, SSA will focus primarily on the retention of existing students and secondarily on the recruitment of incoming kindergarten students. A third strategy employed will be to recruit new students at grades other than kindergarten to fill in existing classes.

Retention in the context of this response is meant to describe the rate of return of students year to year in the hope that students who enroll in kindergarten will graduate from the academy after the eighth grade. Research shows that the greatest student achievement and growth comes when students have been within a system of education for 3-5 years. Retention in this response is not meant to describe those students who may be retained at grade level for lack of demonstrated. Parents will always have a voice in the retention of students at grade level.

MiSchoolData reports that 95% of Oakland International Academy (a Network managed school) students were "stable" (not mobile) in the 2019/2020 school year. At Caniff Liberty Academy (another Network managed school), the "stable" rate was 92.4%.

1.12 Parent and Community Engagement and Support

(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?

The planning and development of Saber STEM Academy has been in progress for several years. Residents of the local community have indicated a desire to seek authorization for a culturally sensitive, **STEM focused charter school**. One of the partners in the development of SSA is the ICT, a community center and cultural hub. ICT strives to provide unprecedented and professional services to its membership, many of whom are recent immigrants. SSA has also reached out to partner with the ICN, another community center and cultural hub within the greater metro Nashville area. ICN was founded in 1978 and represents a diverse community with members from all walks of life and representing over 40 nationalities. Respect for faith and culture, including religious dress and food choices are key feedback that has been incorporated into this application.

A community survey conducted in January 2022 revealed a large percentage of foreign-born parents would value a STEM based school in the Antioch/Cane Ridge Community. Ninety-eight percent responded "Yes" when asked if they would be interested in a STEM focused school with sixty-one percent communicating they would drive over ten miles to their children attend. Safety and strong academics were the top two characteristics cited as priorities for an effective school while caring teachers and technology were numbers three and four respectively. Languages such as Spanish, Arabic and Somali were viewed as positive additions to the curriculum and strongly supported by the respondents.

These partnerships create opportunities for SSA to connect with diverse Arabic speaking families and leaders as the developers work with the community to plan a STEM driven school for English language learners.

Amended Application for a Public Charter School Saber STEM Academy

As a prior engineer himself, Mr. Ahmed Saber (key member of the development team) has maintained professional relationships with many other engineers and professional organizations, many of which will be integral to the successful launch and day-to-day operation of the academy.

(b) Describe how you will engage parents and community members from the time that the proposed school is approved by this authorizer through the school's opening.

At SSA, "*community*" is defined as a group of people who share similar mission, vision, and values to help SSA succeed as a new STEM school in the area. There are several key, cultural brokers and stakeholders who are supportive of the new school. In addition, the local community centers that attract many school-aged families have community leaders who will be working to promote the school as part of the marketing campaign. In addition to "word of mouth" advertising there will be several social media-based campaigns to support the school. The Academy intends to *engage* parents and other stakeholders through a proactive process to increase family involvement. Parents can volunteer at the school and be directly involved in the school improvement process through a School Improvement Team's Steering Committee. During the early phases, the planning team has met with small focus groups to gather qualitative data on goals related to programming, mission/vision, and values. Throughout the coming year, prior to the Fall 2023 school opening, SSA will continue to host a variety of community events at the facility to keep potential parents and students engaged. Some of these events may include sample STEM projects and other events may just provide information sessions.

 The local community has been deeply involved in the development of SSA, having worked tirelessly for years on the articulation of an educational program designed to meet the needs of the growing immigrant resident population while meeting the standards and requirements to obtain authorization as a public-school academy. The founding team having recognized the need for culturally sensitive programming will rely upon the knowledge of the Network's key administrative team to refine the plan and launch the school. Day-to-day operations of the school will be the responsibility of SCS AND the Network, while the governance of the school will reside on the MNPS appointed Board of Directors which represents the community and expressly the parents. The Board of Directors will set forth the expectations with respect to student achievement, fiscal responsibility and overall compliance and will evaluate the performance of the Network against the stated and communicated expectations.

(c) 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.

Letters of support have been included in Attachment E as instructed.

(d) Outline how the proposed school will engage parents and community members in the life of the school (in addition to any proposed governance roles).

To ensure ongoing community engagement, SSA will adopt a Family Engagement. Specifically, SSA will:

1. Host Back to School Night class meetings at the beginning of each quarter, where families and teachers:
   a) Share learning strategies
   b) Review key skills for students with home learning tips
   c) Develop a communications plan
2. Provide regular two-way calls/texts/emails to share progress and tips, these may be weekly or even daily as needed.
3. Fully-staff a family center and conduct quarterly workshops on learning strategies, and provide referrals to social services, and/or host informal gatherings.
4. Conduct relationship-building home visits provided by teachers, voluntary for both teachers and families and available for all families. While not all families will be visited, it is estimated that at least 25% of all families will be visited at least once each year.
5. At least once each year, host story quilting workshops and poetry slams where families, teachers and students all tell their stories and share their work.
6. Classroom observations are conducted with parent-teacher teams.
7. Mini-lessons; weekly data-sharing folders go home, with space for family comments.
8. Schedule and promote student-led conferences (for 1 of the 3 scheduled parent/teacher conferences) with portfolios of student work, followed by 1:1 conversations about learning, to set goals.
9. Provide tours of school led by students and community walks led by expert families who know the ropes.
10. Host family leadership classes (twice a year) to strengthen family capacity to navigate the system, be effective advocates, and take part in school committees.

(e) 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.

Parents will be involved in a variety of ways and their voices will be heard by the SSA Board of Directors, as well as the Network. The Network will function with an open-door policy and the SSA Board of Directors will conduct all meetings in compliance with the Open Meetings Act allowing all parents full access to the decision-making processes. Additionally, parents and board members will be welcomed participants on the School Improvement Team as it regularly meets to collect and analyze data in its data-driven decision-making processes. At least annually, the parents will be invited to the academy's Title I program where opportunities will be provided for two-way discourse on the educational program and support services provided not only to the long-term English Language Learners, but other at-risk youth and all students to ensure that the academy continues to meet its stated mission and vision. Regular surveys throughout the year will gather parent views and recommendations for program improvements.

At the classroom level, all teachers are supported and encouraged to participate in regular parent communication and *engagement*. Translation services are offered and provided as needed. Quarterly parent/teacher conference meetings are scheduled and allow parents the opportunity to meet with teachers one-on-one to discuss student progress and achievement. Teachers will reach out to parents via Class Dojo, telephone and e-mail to share celebrations or concerns about students. Teachers receive professional development on cultural competence to generate deeper understanding of the students and parents' cultural differences.

(f) 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.

Parent partnerships and involvement will be key indicators of success at the Academy. The Academy will strive to promote positive parent engagement through a variety of programs. In particular, due to a large EL and immigrant population, the Academy will provide parents with the following classes:

1. Adult ESL Education
2. Parenting Workshops
3. American Schooling Systems

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1   Governance

(a) 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.

Eight potential board members have been *identified* based on their interest and support for a STEM driven public charter school in the metropolitan Nashville area serving an immigrant EL population. The board members as identified have no relationship to Salman Community Services or the Network and have indicated no other conflict of interests that exist.

Proposed Board Members, also serving on the Development Team include the following individuals:

- Sharifa Abou-Rahma
- Nejib Adem
- Solaiman Chowdhury
- Ashraf Hosni Hamdan
- Thana Numan
- Nasreen A. Mallik
- Anas Saba
- Alpha Sow

The Academy Board shall consist of five members (three alternates have been identified). Additional details are provided in the table below (2.1-e). The Academy Board shall be responsible for the business, property, and affairs of the Academy, including oversight of financial resources. The Academy Board shall set all educational, fiscal, and administrative policies for the Academy. The Academy will contract with Salman Community Services, as its Charter Management Organization to oversee the day-to-day operations of the school and to ensure that the mission and goals of the board are realized. Current and future Academy board members shall be residents of the State of Tennessee, citizens of the United States and agree to undergo any requisite background checks. Board members serve as volunteers and provide a diverse set of qualifications and contributions to include finance, business operations and organization, educational expertise, and community relations. The initial Board of Directors shall also be responsible for nominating future applicants to MNPS for appointment to the Board. The board will post an announcement on the academy website seeking interest in board membership to fill future vacancies.

The Board of Directors will meet monthly in order to effectively fulfill its governing role. One way the Board will conduct its business is through an efficient committee structure. The By-laws provide the Board with the authority to establish ad hoc and standing committees. The Board anticipates creating two initial standing committees in order for it to properly exercise its fiduciary and governance roles.

The Governance Committee of the Board will likely be chaired by the Chair of the full Board. The Governance Committee's primary responsibility will be to provide oversight, monitoring and evaluation of the Charter Management Organization (CMO) and to serve as a liaison to the full Board. The Governance Committee will serve as the Evaluation Committee and draft the annual evaluation of the CMO, with the input of other members of the Board and present it to the full Board for approval.

The Finance Committee will coordinate the Board's financial oversight responsibilities by recommending policy to the Board and monitoring its implementation. The committee will also provide Board oversight of the organization's financial audit. The Treasurer of the Board will serve as chair, and the Committee will monitor the organization's financial records; review and oversees the creation of accurate, timely, and meaningful financial statements to be presented to the Board; review the annual budget and recommends it to the full Board for approval; monitor budget implementation and financial procedures; monitor assets, ensure compliance with federal, state, and other financial reporting requirements; and help the full Board understand the organization's financial standing.

Depending on the evolving needs of SSA, other committees may include: (1) the Resource Development Subcommittee, (drawn from membership of the Finance Committee) which may plan and implement the school's fundraising programs; (2) the Facilities Committee, which assesses the short and long term facilities needs and presents a long range facility plan to the board; (3) and a Strategic Planning Committee, which develops a 3-5 year blueprint for the school's future.

(b) Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.

The School Leader will be supported and evaluated throughout the year by both the Charter Management Organization and the Board using both formative and summative assessment gathered from faculty, students, and parents. The process will be led by the Governance Committee. A member of the Board will be chosen each year to lead the process. The Board believes that evaluation is an ongoing and reflective process. The lead Board member will deliver the assessment feedback to the Charter Management Organization throughout the year as part of the evaluation process described below.

In April of each year, one member of the Board will be appointed to be the lead of the team, with responsibilities including overseeing the process and ensuring the timeline is followed; collecting the data from all stakeholders and summarizing it for the Committee, full Board and Charter Management Organization; and meeting with the Charter Management Organization to review the data and to build a development plan based on that data.

The Evaluation Team (Governance Committee) will oversee the following areas:

- Charter Management Organization Vision and Goals for school year;
- Formative feedback process; and
- Final Evaluation.

Amended Application for a Public Charter School
Saber STEM Academy

The Charter Management Organization and the Evaluation Team will develop a high level set of goals (3-7 goals) that the Charter Management Organization will present to the Evaluation Team prior to each school year for approval (Clearly defined academic achievement goals will always be part of the high level set of goals); and the Evaluation Team will oversee a year-end survey to identified stakeholders focused on the Charter Management Organization goals for the year.

The Charter Management Organization and Evaluation Team will develop a set of specific areas to collect feedback for the Charter Management Organization that are aligned with a Leadership Rubric. The Evaluation Team will personally interview each faulty member for about 15 minutes to gather
input on the focus areas. The interviews will take place evenly over the course of the school year
and the lead on the Evaluation Team will collect the formative data and will regularly share it with
the Charter Management Organization as well as develop support plans to assist in areas of growth as
needed.

The Evaluation Team will collect data at year-end related to Charter Management Organization Goals as well as Formative Feedback and share it with the Charter Management Organization. The Evaluation Team will develop and propose a support plan for the Charter Management Organization that reflects the needs identified in the data and the Evaluation Team will make a recommendation to the Board concerning the School Leader's employment status and performance bonus.

In addition to the important responsibility of evaluating the performance of the Charter Management Organization, the board also values reflective practice and self-evaluation of its own performance. The success of the school will depend greatly on the Board's effectiveness in carrying out essential roles and responsibilities. Therefore, board self-evaluation is vital in determining how well the board is performing, and the steps that can be taken for continued improvement. Board self-evaluation refers to a set of practices used to examine and evaluate performance against a set of defined standards and will:

• Have the enthusiastic support of Board leadership;
• Be based on standards and best practices that characterize effective board performance;
• Be formal, conducted on a regular, agreed-upon basis, including a written assessment tool; and
• Include an assessment implementation plan to set goals for board improvement.

Given the accountability measures contained within the application, the Board evaluates itself against specific performance measures annually. The Board will use a tool developed by The High Bar, who provides expertise, training and powerful web-based tools to assist boards to improve public education. Additional information about The High Bar can be located at www.reachthehighbar.com.

(c) How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.

New members will be nominated to the Board by an ad hoc or standing committee, as determined by the Board and in compliance with its By-laws. A two-thirds majority vote of existing and sitting Board members is required to elect new members and re-elect existing ones. The nominating process for new Board members will be a progressive one. On an ongoing basis in general, and at least 6 months in advance of a known departure of a

Board member in particular, prospective new members will meet with the existing Board Chair and Charter Management Organization to initially discuss the roles and responsibilities of the board and mission of the school, as well as the prospective members interest, background and relevant expertise. If the Board Chair and Charter Management Organization determine that a nomination would benefit and strengthen the overall board, the prospective member will meet with one to two additional members of the Board. Following successful interactions with these additional Board members, the candidate's prospects will be discussed by the full Board. A formal nomination would then come from the ad hoc or standing committee referenced above and would be considered by the Board thereafter.

(d) 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.

Initial *training* will be implemented with board members participating in a seminar on roles and responsibilities (February 2022).   Continued training will include the Open Meetings Act, the Budget and Accounting, the Freedom of Information Act and training specifically related to the responsibilities of the Board as outlined by the Charter Contract, as well as responsibilities relative to financial resources. Attorney Meihn has extensive experience providing board training. The Board will also be scheduled to participate in the mandatory six hours of board training to include the following:

- Overview of responsibilities of non-profit governance, including but not limited to financial oversight and evaluation of school leadership.
- State laws and rules governing charter school operations, including student discipline and student discipline due process requirements, and requirements to comply with federal laws including, but not limited to the Individuals with Disabilities Education Act ("IDEA"), the Federal Educational Rights and Privacy Act ("FERPA"), and Section 504 of the Rehabilitation Act of 1973.
- Tennessee Open Meetings and Open Records requirements.
- Conflict of interest and ethics.

Beyond the first year, experienced board members will complete four hours of training each year in courses certified by the Tennessee Charter School Center and approved by the State Board of Education.   Ongoing training will include course content certified by the Tennessee Charter School Center and approved by the State Board. Additional training beyond the minimum requirements will include presentations on continuous school improvement, as well as training designed for schools serve at-risk and EL populations.

(e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

The Board holds ultimate responsibility for the school's success, but as described throughout the charter application subscribes to a policy governance philosophy. It believes that the school is best managed by a strong School Leader under the direction of the Charter Management Organization and given appropriate levels of autonomy. Consistent with that belief, the SSA Complaint Policy provides a clear avenue to ensure that

the school is in compliance with applicable law and that school stakeholders have an opportunity to express their concerns in appropriate ways to the Board. All formal complaints must first be submitted to the School Leader, who will have a reasonable amount of time to respond to them. The school's ongoing parental communication and community outreach efforts will undoubtedly reduce the amount and frequency of such formal complaints. However, if an individual or group of individuals is not satisfied with the response of the School Leader, they may file a formal complaint directly with the Board in writing, who will respond to each and every such complaint.

Because the SSA Board of Directors is ultimately responsible for school governance, the complaint process ends at the Board level. However, if a complainant alleges a violation of the law or the School's Charter, and is not satisfied with the Board's response, a formal complaint may be filed in writing to the school's authorizer. The school is committed to providing prompt, thorough and accurate information to the Tennessee Department of Education in such cases and will abide by any prescribed corrective action it deems necessary.

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

The following individuals are proposed members for the Board of Directors of Saber STEM Academy.

Full Name	Current job and employer	Area of focus/expertise
Chair: Dr. Nasreen Mallik	Psychiatrist, Alexandria VA HCS Mindcare Solutions	Adolescent Psychiatry
Vice-chair: Ms. Sharifa Abou-Rahma	Teacher Assistant, Smith County Board of Education	Arabic Instruction Study Methods
Dr. Ashraf Hamdan	Medical Director, NICU, Stonecrest Medical Center	Pediatrics Teaching Experience Community Service
Mr. Nejib Adem	Immigration Specialist, Catholic Charities of Tennessee Refugee & Immigration Services	Teaching Refugee & Immigration expertise Multilingual Diverse Cultural Acumen
Mr. Alpha Sow	SAP PI/PO Developer, Franke USA Holding, Inc.	Finances IT Systems

Three additional individuals have expressed their interest in the development of Saber STEM Academy and are alternates to the five board members identified above.

Full Name	Current job and employer	Area of focus/expertise
Mr. M. Solaiman Chowdhury	Software Engineer, Siemens Healthcare Diagnostics	Leadership
Mr. Anas Saba	Fulbright Scholar	ESL Education Strategic Planning
Mr. Thana Numan	Associate Program Manager, Osher Center for Integrative Medicine	TESL Certificate Trainer

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)

The documents listed above (Articles of Incorporation for a non-profit corporation, draft By-laws, draft Code of Conduct, draft of Conflict-of-Interest Policy and potential board member resumes are included in Attachment F as instructed. A section of the draft board policies which includes all Board Operating Policies as prepared by the National Charter Schools Institute has also been included in Attachment F.   Saber STEM Academy will seek a tax-exempt status once authorized.   Board resumes only include the five recommended individuals to be proposed. Resumes for the three alternates are available upon request.

2.2   Start-Up Plan

(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 or an existing school in the ASD, in lieu of the foregoing, attach a copy of your School Exit Plan.

A detailed timeline for starting Saber STEM Academy has been included as Attachment U.

(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.

The Network team has extensive experience in the start-up and launch of high-quality charter schools. From this experience, the development team is aware that the four major challenges facing new schools are finances, facilities, staff and student recruitment.

The Network's experienced grant writing team will apply for the Walton Family Foundation grant managed by the Tennessee Charter School Center, in addition to funding through the Charter School Growth Fund. However, the financial strength of SCS AND the Network does not require grant funding in order to ensure a successful launch. SCS AND the Network will be able to financially support the launch of Saber STEM Academy.

The development team has located a suitable facility for the school and has initiated the process of identifying costs related to necessary renovations so that the school can provide a state-of-the-art environment conducive to

learning for all students. A lease will be negotiated to ensure that Saber STEM Academy has a home for the length of the Charter Agreement.   The Network has experience in facilities management and building renovations to ensure that all students have access to a safe learning environment that meets all health, safety and fire regulations.

The Network has a strong Human Resource department that ensures the successful recruitment of staff. The Networks' competitive compensation packages also ensure the strong retention of teachers and administrators from year to year. Even during the pandemic, the Network has ensured that its schools are fully staffed with certified teachers and appropriate support personnel.

The Network's student recruitment model has ensured that the Network family of schools have strong enrollment growth year to year as facility space and Board approval allows. Oakland International Academy started in 1999 with less than 100 students and has grown to a full K-12 model serving over 800 students a year. Caniff Liberty Academy which offers K-8 programming, has 486 students.

2.3   Facilities

(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.

SSA plans to negotiate a lease for a portion of the facility located at 5400 Bell Forge Ln E in Antioch.

A local architect has been contracted to prepare all required architectural drawings for review for permit approval and for use by all contractors in the renovation process to include mechanical, plumbing, and fire safety as well as construction. The initial plans include twelve classrooms, ample administrative office space, appropriate restroom facilities and a multipurpose room that will serve as a gymnasium and cafeteria, along with necessary storage and janitorial space. The site will provide adequate parking for both staff and parents and have room for a playground. Additional

classroom space will be added to the facility in future years as the academy grows in accordance with the recruitment plan.   A sample floorplan shows the initial classrooms, office space, restroom facilities, storage and multipurpose room.

1st FLOOR PLAN
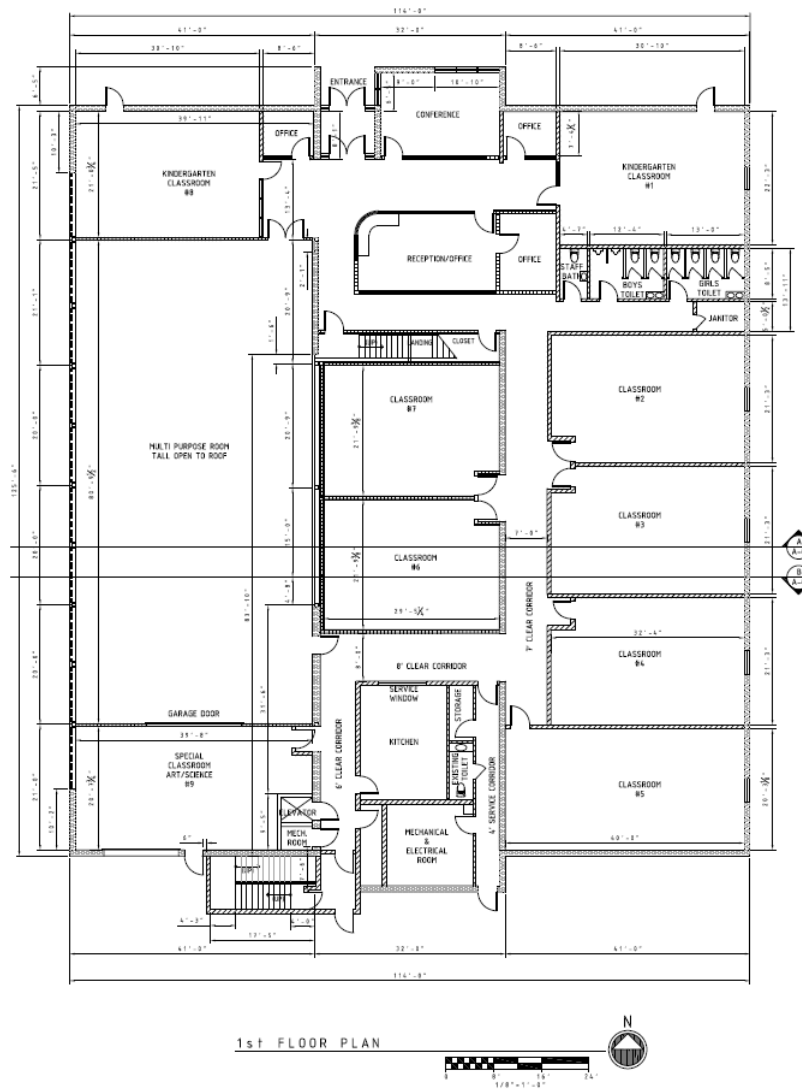
Students will not occupy the building until a Certificate of Occupancy has been issued based on all required inspections pursuant to building code. The *cost* of renovations will be the obligation of the landlord and not the academy. However, the Board will be kept informed of the progress and will have the authority to approve plans and make recommendations for space based on the proposed educational program and its unique needs.   The academy will take occupancy upon final approval. The *Lease* will be reviewed by the Board's legal counsel and will also be submitted for review by Metro Nashville Public Schools prior to final execution.

The Lease will be an arms-length agreement free from real or apparent conflicts of interest.

The Lease Agreement will be based on a percentage of state aid revenues (8-9%) for the purpose of calculating the annual rent. The executed Lease will be for a ten-year term ending June 30, 2033, with three additional five-year options.

Any facility will fully comply with T.C.A. § 49-13-105, the Americans with Disabilities Act and any applicable city planning review procedures.

The following pictures illustrate the space that is available for the academy's use to include ample parking, a gymnasium and auditorium space:
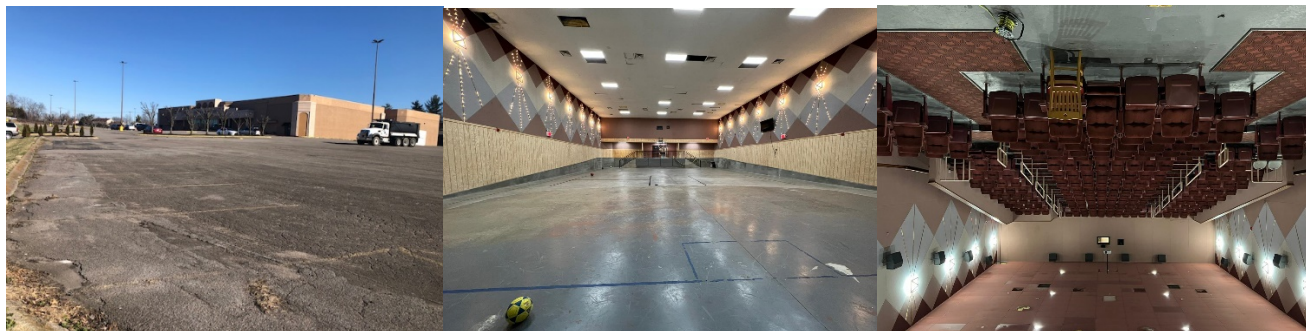
(b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.

As noted above, renovations will be at the cost of the landlord and not Saber STEM Academy. The proposed school budget will reflect an annual lease amount based on a percentage of per pupil funding along with an appropriate share of the cost of utilities (gas, electricity, water). Budgets will also include an estimated cost of routine facility repairs and maintenance, along with the cost of custodial services.

(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.

Mr. Saber and Mr. Hassan both have considerable experience in facilities acquisition and management including build-out and renovations. Together they have secured four buildings for Oakland International Academy which operates K/1 and 2-4 programming out of leased facilities, a middle school (5-8) out of a Board owned facility which was expressly built for the school and a leased high school facility. Caniff Liberty Academy operates a K-8 program out of a leased facility, but the Board has held the responsibility for renovations to bring the building into a state-of-the-art facility. Currently, Mr. Saber and Mr. Hassan are managing the build-out and renovations of New Dawn Academy of Warren, the latest addition to the family of the Network's schools. New Dawn Academy of Warren is slated to open in the Fall of 2022 with a STEM driven curricular focus to a K-8 student population. Renovations are being completed in accordance with a timeline that will ensure a timely opening.

The Oakland International Academy middle school was constructed with funding pursuant to a bond issuance. The Academy is ahead of the timeline for repayment having made a $1,000,000 payment toward the principle in advance of the repayment schedule.

Amended Application for a Public Charter School
Saber STEM Academy

Mr. Saber and Mr. Hassan will work closely with the landlord of the identified facility at 5400 Bell Forge LN E in Antioch to ensure completion of all renovations in a timely fashion in preparation for a 2023 opening. The ICT has already developed a relationship with the City Planning Department as it has built out sections of the facility to accommodate their needs.

> (d) Describe the process of identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

A facility has been identified and negotiations are in process for executing a suitable Lease. An architect has been identified to develop plans for the areas of the facility that will be occupied by the Academy. Initial Building Plans were submitted to the City of Nashville on May 11, 2022.

> (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.

Key to ensuring compliance with the Americans with Disabilities Act requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. §49-13-107 is the identification of a qualified architect who has knowledge of the construction of school buildings in accordance with the building code. Once suitable plans have been developed, they will be submitted to the city for plan review. Upon plan approval, permits will be pulled, and construction will begin in accordance with the approved plans. Inspections will be scheduled as required and these inspections will ensure that the Academy meets all health and safety requirements. There are no associated costs in the Academy budget as the costs associated with the renovation of the building will be borne by the Landlord. The Academy will not take possession of the facility until all approvals have been received. However, Mr. Saber and Mr. Hassan of EMAN will work in close collaboration with the ICT to ensure a successful project timeline and to act as general contractors for the project completion.

> (f) Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.

The following table presents the timeline for facility selection, plan development, permits, renovations, inspections, and occupancy.

Task	Estimated Completion Date	Responsible Party
Identify a qualified architect	September 2022	Mr. Saber
Develop facility plans to include a site plan, floor plan, mechanical plan, construction plan, electrical plan and fire prevention plan.	September 2022	Architect
Submit plans for review and approval	October 2022	Architect
Plan approval received	November 2022	Architect
Permits Pulled	December 2022	Mr. Hassan
Renovations Completed	April 2023	Mr. Hassan

Inspections Scheduled	May 2023	Mr. Hassan
Additional renovations and updates made in accordance with inspection reports	June 2023	Mr. Hassan
Approvals Received	July 2023	Mr. Hassan

(g) Broadly describe a contingency plan, should your facility fall through.

Should negotiations on this facility fall through, or should any renovation be too costly to complete, the development team will continue to research other suitable facilities in the area, including buildings that may be owned by Metro Nashville Public Schools and be available for occupancy by a charter school.

Additionally, the development team could consider the installation of modular classrooms on the property of 5400 Bell Forge Lane. Five units at 68' x 24' would offer space for eight classrooms and office space to accommodate the inaugural school year as plans to renovate the building continued. Estimated costs for the installation of the modular units have been estimated through Vesta Modular:

I. Building Finance Options

Operating Lease	60-month Operating Lease (rental)	$ 4,446	Per Month
	No State Taxes Included		
	36-Month Amortized Site Cost ($192,879)	$ 6,365	Per Month
	No State Taxes Included		
Total Building Lease & Site Cost Payment		$ 10,811	Per Month
	No State Taxes Included		

II. Delivery and Installation Charges (In addition to Purchase Price and Lease Rates quoted above)

Delivery	Deliver modules to site.	$ 14,603	Lump Sum
General Conditions	Site Equipment, Dumpsters, Temp Toilet, Lull	$ 3,835	Allowance
Installation	Set building on foundation, seal, trim, anchor and skirt	$ 44,445	Allowance
Foundation	Provide engineered foundation concrete piers per code. Assume 2500 psf soil bearing capacity	$ 19,730	Allowance
Steps, Decks & Ramps	Furnish and install aluminum deck with handicap ramp at main entrance and deck with steps to grade at secondary entrances.	$ 17,230	Allowance
Plumbing	Make sewer & water connections and heat trace exposed pipe in crawl space.	$ 30,149	Allowance
Electrical	Make electrical connections to building and provide Main Distribution Panel.	$ 32,155	Allowance
Fire Alarm	Design and installation of fire alarm system.	$ 12,154	Allowance
Permits & Eng.	Permits, shop drawings.	$ 18,579	Allowance
Total Estimate for Site Cost		$ 192,879	

III. Dismantle and Return Delivery

Teardown	Dismantle building, install shipping walls and seal, remove anchors and skirting, remove steps, decks & ramp. Includes utility connections and return transport to storage.	TBD	Allowance

IV. Other Work Required

Low Voltage	Install low voltage devices (PA, CATV, telephone, data, etc.)	By Others
Site Work	Excavation, grading, landscaping. Any necessary flatwork or asphalt.	By Others
Performance Bond	Performance and Payment Bond	By Others
Storm	Storm Design and Detention if required are not included in IMS scope	By Others
Zoning	Zoning submittals, reviews, meetings are not included in IMS scope	By Others
SAC & WAC Fees	Sewer Availability Charge & Water Availability Charge	By Others

Size: 3,920 - 12,740 ft²

Classroom   Classroom

Classroom   Classroom

Classroom   Boy's RR   Classroom

Classroom   Girl's RR   Classroom
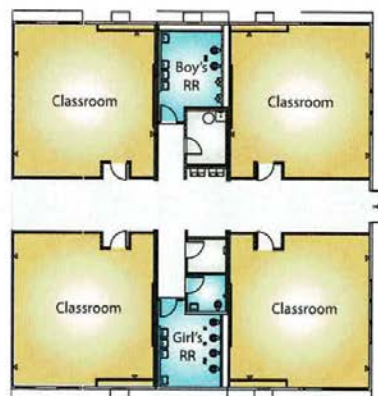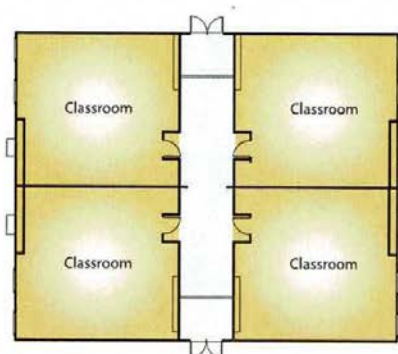
This building is available in configurations from 4 to 12 classrooms, with or without restrooms

(h) List any properties you may have already identified as suitable to meet the proposed school's facility needs.

- 5400 Bell Forge Ln E, Antioch TN 37013

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.

The Academy's leadership structure is designed for the proper functioning of the school. The management plays a vital role in carrying out the various important activities of the school. A mutual coordination between all the members of a team is a must for both short- and long-term success of the school. The leadership and management hierarchy were established to ensure proper communication channels between various members. The Academy will operate under a contractual agreement with Metro Nashville Public Schools and will embrace their oversight as a collaborative endeavor. The Academy's leadership hierarchy will include the School's Board of Directors who will govern the academy in further collaboration with the non-profit organization, Salman Community Services, as the charter management organization. Salman Community Services will subcontract day-to-day operational activities to Education Management and Networks (EMAN) to provide full-service management of the Academy including staffing and leadership appointments. The Academy will have a full-time Principal, Dean of Students, Administrative Assistant and teachers to support the rigor of the academic programming. the Network's Superintendent will report directly to the Board of Directors and supervise the school's leadership team. The Academy's Board of Directors will secure additional contracts with Gregory M. Meihn as legal counsel and will contract with an independent third-party CPA firm for the annual audit of the financial statements.

(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.

The Academy will initiate a School Leader search once the charter is approved. We anticipate this to be at least a 3-month process to ensure that we hire a qualified candidate to lead the mission and the vision of the Academy. The following are key essential traits in the ideal leader:

- Highly competent and experienced in school leadership.
- Proven track-record of implementing culturally responsive school leadership.
- Certified and qualified to be a school leader in Tennessee.
- Passion for STEM education.
- Dedicated to the shared vision of promoting the mission and vision of the school.
- Exudes character traits such as compassion, empathy, care and trustworthiness.

- Provides evidence of skilled leadership in the domains of communication, collaboration, professional development and instructional leadership.

The process for recruiting the school leader is the following:

- Create a posting for the position using local and available resources such as online, Facebook and LinkedIn platforms.
- Establish a hiring committee consisting of Superintendent, Director of Education, HR Manager and possible Board member.
- Design school leadership interview questions.
- Establish norms of conducting interviews.
- Screening of resumes
- Phone interviews
- Panel interviews
- Superintendent's Interview
- HR Manager's Offer Meeting

The principal will report to the Network Superintendent who is certified in Principal Supervisory role through the Association of School Superintendents. The process for engaging the school leader in professional growth and development is an individualized process and takes the "growth mindset" framework into consideration. Using a data-based approach and reflections, the principal will create a personal growth plan which will incorporate goals, objectives, deliverables and resources. The plan will be based on a reciprocal accountability model and ensures a clear path to success. The principal will be provided with a coach and a mentor along with up to $2,000 dollars for personal professional development for each year. The School Leader will be evaluated based on the NIET's school leadership framework and will receive two professional appraisals each year (one at mid-point and another at the end of the year).

(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.

The Academy will hire an Administrative Assistant and Dean of Students at least six weeks before the beginning of school. Teachers and auxiliary staff members such as social workers and counselors will be hired three weeks prior to the start of school and operational staff will be hired two weeks prior to the start of school. The selection criteria include specific credentials and certifications for each respective assignment. Past successful experiences and proven track record of working with special populations will be strongly desired. Ideal candidates will fit the 4C profile of our team by demonstrating commitment, collaboration, competencies and compassion.

(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?

The Academy will make a strong commitment to recruiting and hiring culturally responsive group of staff members who will reflect the diversity of the student body and the surrounding community. The Academy has developed the following diversity goals by evaluating the demographics and characteristics of the school's community:

The Academy sets a goal of having proportional representation of teachers from all ethnicities to mirror the racial and socioeconomic demographics of the student population.

The Academy will engage in the following activities to recruit a diverse pool of applicants:

- Create an intentional action plan to advertise the position in a variety of local places.
- Hold job fairs in local areas.
- Partner with local organizations to advertise strategically.
- Utilize social media platforms.

(e) How will you ensure that teachers are licensed and endorsed in their content areas?

The HR manager will ensure that all teachers will be certificated, licensed and endorsed in their content prior to being hired for the respective assignment. The Academy will also promote alternative pathways to teaching by partnering with local universities.

(f) Indicate the state-approved evaluation model used for teachers, required by State Board Rule 04520-02-01 and Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

Based on nationally normed, research-based standards, NIET's rubric defines effective teaching and fosters collaboration around a common language and vision that correlates with student achievement. NIET's Teaching Standards Rubric, currently used by eight states, brings a comprehensive focus on four key domains: instruction, the learning environment, designing and planning instruction, and professionalism. The observation system will provide SSA with a strong, valid and reliable instrument that utilizes multiple observations of every teacher, every year by multiple, trained and certified evaluators.

(g) Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.

The Academy will utilize a systematic approach to handling unsatisfactory performance of leaders and teachers. Using a progressive coaching and discipline approach, the team members will receive adequate feedback and ample support to develop and implement actionable plans. Using data indicators from the NIET Teachers and Principals Rubric, the supervisor will engage in goal setting with the team member. The key steps involve identifying problems of practice. Once the problem of practice is identified then the team member will collaborate with the supervisor to set measurable goals for improvement. The supervisor will use the NIET rubric

to provide regular coaching feedback for the team member. Regular communication with the team member will also take place to update the progress toward the performance goal.

Teachers or leaders who receive an ineffective rating will be placed on a professional improvement plan. If it is deemed necessary to make a change in leadership or with teachers, it will be done using the data and the performance indicators on the NIET Rubric. Lack of progress toward the agreed upon performance goals will be fully documented and the Supervisor, along with the Network leadership will communicate the necessary changes to the team member. All terminations will be handled as per the contractual agreement between both parties.

> (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.

Teacher Retention: In its partnership with Education Management & Networks, Inc., SSA is pleased to be able to offer a competitive salary package to its staff members to include competitive salaries, step raises based on experience and education, a robust benefit package combined with ample personal and sick days. This is one piece of the puzzle that keeps teachers at the academy. Other components include the PLC structure and a teacher leadership model that respects teachers for their daily contributions. The academy has adopted the National Institute for Excellence in Teaching's (NIET) standards for effective instruction and evaluation platform. The academy has adopted the Marzano model for teacher evaluation. The Network annually hosts a "Mission Possible" celebration to recognize teachers that have met classroom goals. Teachers are provided with certificates of accomplishment and significant cash bonuses.   Teachers are aware of the goals and bonus structure in advance. Last year (2020), the Network awarded over $95,000 in bonuses. The Network schools average a 70% teacher retention rate from year to year. 35% of Network staff have been employed within the organization for three years of more.

 Staff Retention: Other staff members (front office and administrators) are retained as a direct result of the core values that build the foundation upon which SSA operates. Respect for diversity, a spirit of collaboration, and a shared leadership model tend to keep staff at the school. In addition, the school attempts to keep pace with the cost of living and provide raises to staff on an annual basis when the budget will allow.

Teacher Recruitment:

Educational Management and Networks has a proven track record of attracting and retaining high quality educators with a commitment to serving large English Learner populations. Using Tennessee recruitment sites such as TN Teacher Jobs Connection as well as sites such as Indeed.com and ZipRecruiter, SSA will have an opportunity to view a wide range of teacher applicants. We believe a starting salary of $50,000 is a competitive wage, along with a signing bonus of $5,000-$10,000 based on dual certification qualifications. Salary.com reports that the average entry-level teacher salary in Tennessee is $41,855 (https://www.salary.com/research/salary/posting/entry-level-teacher-salary/tn).

SSA's annual performance and bonus structure is an attractive extrinsic incentive for potential candidates. In addition, jobs fairs and open houses for potential teachers will be conducted, thus giving school leadership to not only showcase SSA but to also talk to candidates about career pathways that SSA will offer.

Saber STEM Academy is committed to building teacher capacity through teacher leadership models that give educators an opportunity to grow in an instructional track as well as a leadership track. Partnering the National Institute for Excellence in Teaching will increase the already effective model that EMAN has traditionally used in its managed schools. NIET has spent 20 years building the capacity of teachers and school leaders. Professional learning is best led by teachers and leaders within the school building. In fact, engaging teacher leaders in the development of their colleagues provides a highly effective and sustainable form of professional learning. Instructional teacher leader roles can become an engine for professional development that incorporates central elements of effective, job-embedded professional learning and improves the effectiveness of teachers. Such roles also allow principals to lead distributed leadership teams, which increases their capacity to effectively carry out instructional improvement.

In its report, *Teacher Leadership, Told Firsthand: Insights from Teacher Leaders in Tennessee and Arizona*. NIET notes five key insights:

- Giving teachers a leadership role in supporting the professional learning of their peers, as well as student growth, and providing them with the authority, time and training to be successful, enables them to proactively engage in decision-making in their schools.

- Cohorts or networks of teacher leaders facilitate powerful adult learning experiences and lay the foundation for teachers to learn from each other and support systems change.

- The creation of leadership roles for teachers and the impact that teacher leaders have inspires other teachers to engage in leadership, even if they do not take on a formal role.

- Success in one leadership role empowers teachers with the confidence and knowledge to seek additional leadership opportunities outside of their school buildings.

- Creating a platform and opportunity to share their voices in broader education decision-making elevates the impact of teacher leaders.

(i) Explain whether the employees will be at-will or whether the school will use employment contracts.

All employment contracts will be at-will; however, all staff members will receive annual contracts.

(j) Include a copy of the school's employee manual and personnel policies as Attachment I.

A draft employee manual has been attached as Attachment I.   Revisions may be made based on agreements between the Charter Management Organization and the Board of Directors of Saber STEM Academy.

Amended Application for a Public Charter School Saber STEM Academy

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

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal			1	1	1	1
Dean(s)	1	1	1	1	1	1
Classroom Teachers		7	9	10	12	14
Classroom Teachers (e.g., special education, ELL, foreign language, etc.)		2.5	3	4	5	5
Student Support Positions (social work)		.5	.5	.5	1	1
Student Support Positions (Speech)		.5	.5	.5	2	2
Teaching Aides or Assistants		3	4	5	6	6
School Operations Support Staff	1	2	3	3	6	6

2.5   Professional Development

(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.

Following the guidance from the State of Tennessee, educators will be required to successfully complete 30 hours of professional development annually. Educators will receive various amounts of professional development points (PDPs) for professional development, continuing education and conferences. According to the Tennessee

Department of Education website, "to earn PDPs, an activity must be related to improving educator effectiveness by:

- developing content knowledge, pedagogical knowledge, or pedagogical content knowledge;
- enhancing educator effectiveness (e.g., world language courses for those working with students for whom English is a second language, or coursework that supports understanding and use of data); or
- developing competency in student social and emotional health and well-being.

STEMSCOPES—STEM Certification for teachers. All K-8 teachers will complete 60 hours of self-paced training using the STEMSCOPES program. In addition, each teacher will receive a STEMSCOPES consultant who will work directly with the teacher to help complete the program requirements.

(b) Identify the person or position responsible for professional development.

The building principal in consultation with the Superintendent will be responsible for the implementation of annual professional development. A key component to the Saber STEM Academy's approach to educator effectiveness will be the integration of teacher led professional learning. Embedded teacher led professional development is a proven method of increasing teacher effectiveness leading to stronger student ownership of their learning.

(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.

Saber STEM Academy is committed to creating an environment that fosters professional growth. Annual professional development will be based on these four guiding principles:

To establish *effective* weekly collaborative learning in schools—job embedded, led by trained teacher leaders, using research-based strategies.

To develop collective leadership through including teacher leaders on school leadership teams that analyzes data and drive school wide improvement strategies.

- To build a reflective culture and a common language around effective instruction by using an instructional rubric or teaching standards, and help teachers reflect on those standards to understand what they look like in each classroom.

- Build capacity within the school to establish high expectations and high levels of support for instruction.

With the anticipation of the population of SSA students to have a high percentage of EL students, the professional learning provided to educators to be able to serve the EL students will be vital. The Saber STEM Academy leadership team has a deep understanding and is trained in the Sheltered Instruction Observation Protocol (SIOP) Model. SIOP is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. Level I and Level II certification will be offered along with "Train the Trainer" professional learning sessions.

(d) Provide a schedule and overview of professional development that will take place prior to the school's opening.

All staff members will be provided with a professional learning plan for the month of August. There will be 8 days of professional learning prior to the start of the year. Teachers will engage in learning activities within the following topics:

- School Safety and Crisis Intervention
- Culturally Responsive Pedagogy
- Leaders in Me Training
- SIOP Training (differentiated)
- STEMscopes Training (self-paced)
- Classroom Management and PBIS Model
- Curriculum Planning and Lesson Design
- Formative Assessments
- PowerSchool Training for Student Management
- High Yielding Student Achievement Strategies

(e) Describe the training that will be provided to all staff on the topics of diverse, inclusive and culturally relevant pedagogies.

All teachers will receive a comprehensive professional learning plan which will include STEM certification through STEM Scopes; and PBL training program through pblworks.org. In addition, one of the staff members will receive advanced training and will support the teachers as a coach/mentor. Teachers will have 4-5 hours of planning and prep time each week to meet with teaching teams horizontally and vertically.

(f) Describe the plan to cultivate future leadership capacity.

The Academy will invest in a strong "turn-key" model where staff members will receive high level training to develop their skills through the train the trainer method. Teachers who have had at least 3 years of highly

effective ratings will qualify for Master Teacher Apprenticeship Program. This program aims to cultivate future leaders and build their capacities through a strong learning plan, professional development and coaching program.

(g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

All staff members will complete surveys and growth plans in the beginning of the school year. Based on their self-rated competencies, staff members can elect the applicable PDs to attend. In addition, all new teachers will be subjected to required 90+ hours of professional development while the veteran teachers will engage in PDs on a need's basis. However, all staff will be required to attend sessions that are directly correlated with the school's mission and vision as outlined in the strategic school improvement plan for the year.

(h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.

All teachers will receive an orientation plan upon onboarding. This includes professional development and coaching/mentoring from the principal, master teacher, cultural broker, and teacher consultant. Prior to beginning the teaching assignment, new teachers will have 3 days of induction and orientation along with two days for planning and preparation time. New teachers will also have access to online and on-demand virtual professional development to ensure success and strong transition.

2.6   Insurance

Attachment J should 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, worker's compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. § 49-13-111(n), and sexual abuse.

Saber STEM Academy shall procure insurance coverage in the amounts required by Metro Nashville Public Schools. Insurance will include at a minimum:

- General Liability/Automobile Liability - $5,00,000
- Professional Liability Insurance - $5,000,000
- Teacher Liability Insurance - $1,000,000
- Workers Compensation and Employer Liability - $500,000 (accident/employee/policy)
- Property Insurance – Full Replacement Cost

The policies will name MNPS as an additional insured. Certificates of Insurance in a form satisfactory to MNPS shall be provided to the Chartering Authority prior to the commencement of performance of the Charter

Agreement. Throughout the term of the Charter Agreement, updated Certificates of Insurance forms will be provided upon expiration of current or previous certificates.

(b) A letter of coverage from an insurance company stating that 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.

The letter of coverage from Garwood, Buda, Knight & Associates, Inc. has been provided in Attachment J as instructed. Garwood, Buda, Knight & Associates are familiar with the insurance coverage required for public charter schools.

2.7   Transportation

(a) How will you daily transport the students to and from your proposed school, if applicable?

Saber STEM Academy anticipates that most students will be transported to and from school by their parents and or guardians. Car pool opportunities will also be arranged for families that live in close proximity to each other.

However, knowing that transportation can be a barrier for some students, Saber STEM Academy will provide effective and efficient transportation service those students who indicate a need for transportation services. In the first few years of operations, SSA will contract with a private transportation service. In subsequent years, the Academy may lease or purchase its own buses for transportation.

(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.

Saber STEM Academy anticipates that most students will be transported to extracurricular and afterschool activities which will also include any Saturday school opportunities and scheduled field trips by their parents and or guardians. Carpool opportunities will also be arranged for families that live in close proximity to each other.

However, knowing that transportation can be a barrier for some students, Saber STEM Academy will provide effective and efficient transportation service those students who indicate a need for transportation services. In the first few years of operations, SSA will contract with a private transportation service. In subsequent years, the Academy may lease or purchase its own buses for transportation.

(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

Based on the development team's experience, SSA anticipates providing transportation services to approximately 50% of the students each year (75 students in Year 1, 100 students in Year 2, etc.) At approximately 70 students per bus, 1 buses will be required in Year 1, increasing to 2 buses in Year 5). Assuming a cost of $225 per bus each day, the anticipated SSA expense with respect to transportation costs will be $40,500 in year 1 and $81,000 in Year 5. SSA shall select a transportation contractor that has the capability to provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions presented above. If more students need transportation services than predicted, all students that need transportation to school will be serviced.

SSA understands that it must abide by state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. As a result, SSA will work with the selected transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school even if temporarily living outside of the general boundaries that transportation services are provided. In this way, SSA endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.

(d) If you are not providing transportation, describe how students will get to and from your school.

Transportation will be provided by SSA as needed.

2.8 Food Service

(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.

Saber STEM Academy will provide a food service program in accordance and compliance with the nutrition regulations outlined in T.C.A. §§ 49-6-2301--2307. The school will offer all students the opportunity to participate in the school breakfast and lunch program. The school will provide its food service program on a contracted basis with the Chief Operating Officer overseeing and managing the appropriate vendor.

(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).

The Chief Operating Officer will be responsible for working in concert with the Office Manager and Student Support Coordinator to ensure that all parents and guardians complete the federal Free-and-Reduced Price Lunch Program to determine eligibility. The school will employ various strategies to ensure completion of appropriate forms by including them in initial student documentation, orientation, and other school events and through individual communication with parents. Free and Reduced -Price lunch applications will also be available on the academy's website and in multiple languages as needed.

(c) Describe how the food service vendor will be selected, or in the alternative, how the proposed school will provide meals in-house.

SSA will seek bids from local food service providers, all of which will include a price per meal, including the following: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. Any vendor must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program.

Sample contract provisions and expectations include:

- Maintaining Tennessee Health Department Bi-Annual Inspection with a Passing Score
- Having a HACCP program in place and be able to provide proof of such
- Maintaining Daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining a "Buy American" Provision
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for Food Allergies
- Insuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery
- Providing meals that are individually packaged and sealed.

• All meals will be priced as a unit, which meet USDA requirements
• Any provider shall implement the "Traditional Menu Planning Approach"
• All meals and menus will be appropriate to the age of Purpose Prep scholars
• The provider substitute food components for a student with disabilities (7 C.F.R. Section 15b) if their disability restricts their diet.

2.9   Additional Operations

(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.

Description of the status of hardware, software, network infrastructure, and other services to improve education or library services for each campus are described in the chart below:

Campus	Technology Summary	
	Hardware and Connectivity	**Software**
K-3rd Grade	network system LAN and wireless access high speed Internet access 3 data projectors 3 desktop workstations per classroom Teacher workstation High volume laser printer document camera Large poster and plaque maker Handheld bar code scanner for library circulation. iPad for student use	Accelerated Reader, Library software, Study Island, Inspiration, Kidspiration, Microsoft Office Suite, Open Office.org, Internet Explorer,
4th-5th Grade	network system LAN and wireless access 2 laptop carts with 25 laptops each for student use 3 Desktop stations per classroom for student use	Accelerated Reader, Library software, Study Island, Inspiration, Kidspiration, Microsoft Office Suite, Open Office.org, Rosetta Stone, Internet Explorer,

	High speed Internet access CD writer Scanner Data projectors in each classroom. Document Camera SMART Board Digital camera Handheld bar code scanner for library circulation iPad for student use	
6th – 8th Grade	network system LAN and wireless access Computer lab with 25 computer workstations and 1 inkjet printer and one high volume printer. Teacher workstation High speed Internet access laptop cart with 8 computers for student use Digital camera CD writer Black and White Scanner VCR with data projector Digital camera Handheld bar code scanner for library circulation iPad for student use	Accelerated Reader, Accelerated Math, Hot Dog Stand, Green Globs Graphing Equations, Algebra Stars, Type to Learn, Sim City 3000, Web Workshop, Geometer's Sketchpad, GeoBee, Zip Zap Map, Library software, Rosetta Stone, Brainchild, Microsoft Office, Open Office.org, Internet Explorer,

Technology Mission Statement

Saber STEM Academy recognizes the prevalence and importance of technology in today's larger society and in individual lives. We believe it is essential to equip students with both general and advanced skills of these technologies. Students must have access to the Internet for information, research, and interacting with other students. In addition, students must be competent in operating various computer software applications and hardware.

Saber STEM Academy recognizes that technology is an integral tool for teachers and students to achieve instructional goals effectively and efficiently, as part of direct instruction, instructional support, data analysis, and school improvement.

Technological Vision

Technology has changed the avenues of global communication, the environment, and the educational process in the 21st century. It has become imperative for schools to embrace new technology, appreciate its benefits in the

classroom, and its critical need in the operation of an efficient school system. The goal of educators at Saber STEM Academy is to assist our students in becoming effective workers and problem solvers in the community and in their lives through the uses of technology.

The implementation of technology into the curriculum will support the growth of students, while providing all stakeholders in the school community with a framework for communication and continual improvement. Our technology system will provide enhanced curriculum support, shared resources, data analysis, and dissemination of information for continual school improvement and growth.

The plan is to fully integrate technology into the Saber STEM Academy curricula, so every student has access to and an understanding of computer usage and informational technology. Professional development activities will include training to foster improved classroom instruction and professional collaboration.

Guiding Themes

- Broad application of technology to support the teaching and learning process.-36
- Various technological opportunities for students to develop processing skills, such as flexibility, adaptability, critical thinking, problem solving, and collaboration.
- Excellence in teacher preparation.
- Equality in student access.
- High levels of parent involvement.
- Compliance with State of Tennessee Curriculum Standards and Benchmarks.
- Fulfillment of Every Student Succeeds Act goals and objectives.
- Preparation of students to participate in a global economic environment.

Saber STEM Academy is committed to the following broad technology goals:

Goal 1: Improve student academic achievement through integration of technology into the teaching and learning process.

Goal 2: Enhance staff technological knowledge; skills and abilities in support of classroom instruction; parent communication; and student data management.

Goal 3: Provide resources for use of technology for school operations, such as student data management, fiscal accounting, and personnel management.

Goal 4: Continually assess technology strengths, weaknesses, and needs and acquire technology resources to support student achievement of curriculum goals and standards.

Goal 5: Engage in fiscal planning and fund development activities to support acquisition of needed technology resources.

Goal 6: Implement a coordinated technology purchase, maintenance, and inventory program.

Goal 7: Evaluate the effectiveness of technology and its application and impact to the goals of the school.

(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.

In order to provide appropriate educational services and programming, the Board of Directors must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard student's privacy and restrict access to student's personally identifiable information.

If the parent or legal guardian of a student provides the Academy with notice that s/he/they have received a participation card issued by the attorney general under the address confidentiality program act, the Academy shall not disclose the confidential address of the student, regardless of any other provision of this policy. The Educational Service Provider, or his or her designee, shall develop a process to ensure that a student's participation in the address confidentiality program act is appropriately noted to avoid disclosure of this information to any person or entity.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Academy reasonably believes knows the identity of the student to whom the education record relates.

The Board of Directors is responsible for maintaining records of all students attending this Academy. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the Academy or specifically permitted by this Board will be compiled. The Board hereby authorizes collection of the following student records, in addition to the membership record required by law:

A. observations and ratings of individual students by professional staff members acting within their sphere of competency;

B. samples of student work;

C. information obtained from professionally acceptable standard instruments of measurement such as:
- interest inventories and aptitude tests;
- vocational preference inventories;
- achievement tests; and
- standardized intelligence tests.

D. authenticated information provided by a parent or adult student concerning achievements and other Academy activities which the parent or student wants to make a part of the record;

E. verified reports of serious or recurrent behavior patterns;

F. academic honors earned;

G. psychological tests;

H. attendance records;

I. health records; and

J. custodial arrangements.

In all cases, permitted narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, and designated Academy officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older or a student of any age who is enrolled in a postsecondary institution.

In situations in which a student has both a custodial and a non-custodial parent, both shall have access to the student's educational records unless stipulated otherwise by court order. In the case of eligible students, parents will be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Educational Service Provider as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board. The Board further designates the following individuals as entities as "school officials" for the purpose of FERPA:

A. persons or companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant);

B. contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g., a therapist, authorized information technology (IT) staff, and approved online Educational Service Providers).

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the

Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 CFR 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered an "Academy official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" shall be defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the Academy" or if the record is necessary in order for the school official to perform an administrative, supervisory or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

(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.

Health services are provided and/or supervised by school health nurses to appraise, protect, and promote the health of students. These services include assessment, planning, coordination of services and direct care for all children, including those with special health care needs.

The responsibility of the SSA school nurse is to:

- Meet the health needs of all students in a manner that will minimize the disruption of the educational process, improve attendance, provide health information, and in addition make that information accessible and useful for those with a legitimate need to know.
- Communicate with parents/guardians, and providers as needed to plan and implement necessary safeguards and programs.
- Collaborate with other stakeholders to improve the health and educational experience of all students by implementing comprehensive and child-centered program.

It is the Role of the School Nurse to:

- Work with parents/guardians, providers to obtain necessary health information
- Assist with the paperwork and process associated with the setup of mandated school health screenings at appropriate grade levels annually
- Report suspected child abuse
- Participate in providing first aid for students and staff
- Participate in Home Visits
- Manage communicable disease
- Provide appropriate referrals to medical providers
- Participate in IEP/504 meetings
- To assist with the review of enrollment requirements (Immunization and Physical Examination) and follow up on noncompliance situations
- Review Confidential Health Forms and develop a school problem list
  Determine the level of health services needed for the student population
- Ensure the required and necessary paperwork is on file for specific and health conditions or issues
- Provide oversight and works with the Medical Records Clerk (immunization compliance/medication administration/ mandated health screening data entry/ medication administration quality assurance audits {Oct./Feb.)
- Assist with the paperwork and process associated with the setup and completion of mandated school health screenings at appropriate grade levels annually a member of the Healthy School Team

The school nurse shall be supervised by the Chief Operations Officer.

(d) Safety and security:

- Describe your plan for ensuring the safety and security of students, staff and 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?

Saber STEM Academy shall adopt procedures for keeping school facilities safe and free from hazards to the life and safety of children and teachers. The school is responsible for ensuring that safety is a part of the instructional program of the school and that it is appropriately geared to students at different grade levels. The necessary precautions shall be taken to minimize the possibilities of fire, explosion, and comparable dangerous incidents from occurring. All staff members shall report current and potential hazards to their immediate supervisor(s). All staff members shall be periodically reminded of the necessity of their responsibility for promptly reporting both current and potential hazards to their supervisors. Supervisors are expected to promptly and effectively follow up on these reports.

The safety program shall include:

(1) Fire prevention;
(2) Accident prevention;
(3) Warning systems;
(4) Emergency drills (fire, severe weather, earthquake, and intruder);
(5) Traffic safety;
(6) Traffic and parking controls;
(7) Safety inspections;
(8) First aid;
(9) Disaster preparation; and
(10) A disaster preparedness plan for a nuclear or other major emergency.

Saber STEM Academy shall utilize the template created by the state-level safety team and thus prepare a safety and building-level emergency response plan, outlining responsibilities and compliance.

This shall address, at minimum, crisis intervention, emergency response, and emergency management.

Any meeting concerning school security or school safety plans shall not be subject to the open meetings laws defined in state law. Though closed to the general public, reasonable notice of the meeting shall be provided to the general public prior to such a meeting. The school shall not discuss or deliberate on any other issues or subjects during such a meeting.

The school shall provide to the local law enforcement agency with jurisdiction the school's plans regarding security and school safety plans, as well as information, records, and plans that are related to school security.

A building-level school safety team shall be appointed by the building school leader, in accordance with regulations or guidelines prescribed by the State Board. Such building-level teams shall include,

but not be limited to, a teacher representative, administrator representative, representative of parent organizations, and school personnel including school safety personnel. Building-level school safety teams may also include community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the school deems appropriate. The safety plan shall be reviewed by the appropriate school safety team on at least an annual basis and updated as needed.

The school shall file a copy of its comprehensive safety plan with the Commissioner of Education, and all amendments to the plan shall be filed with the Commissioner no later than thirty (30) days after their adoption. A copy of the safety plan and any amendments to the plan shall be filed with the appropriate local law enforcement agency and with the Department of Safety within thirty (30) days of their adoption.

School-level emergency response plans shall be confidential and shall not be subject to any open or public records requirements.

The school shall ensure that all safety and emergency response plans required by this part are developed in such a manner as to be consistent with harassment and bullying policies developed.

The school shall adopt a policy addressing who can possess a firearm on school property compliant with all state and federal rules and regulations.

(e) School maintenance:

- Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.

Facilities maintenance is concerned first and foremost with ensuring safe conditions for facility users—be they students, teachers, staff, parents, or guests. As important as cleanliness, orderliness, and instructional support may be to facilities planners, occupant safety must always be the top priority. Thus, while it may be difficult to define what, precisely, constitutes a "safe" environment, it is fair to say that ensuring safe conditions is a major component of effective school facility management.

The role of facilities managers in ensuring building safety has changed in recent years. One of their chief responsibilities now is to supervise the implementation of numerous environmental regulations governing school facilities and grounds and to verify compliance with a host of regulations and laws. Thus, the successful management of a school environment has grown well beyond the capabilities of a single person.

In 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into federal law to regulate the management of asbestos-containing materials in public and private schools. AHERA regulations apply only to interior building materials and those under covered walkways, patios, and porticos. AHERA requires local education agencies to:

✓ designate and train an asbestos coordinator

✓ identify friable (i.e., easily crumbled or ground) and nonfriable

asbestos-containing materials

✓ develop and implement an asbestos management plan that reflects ongoing surveillance, inspections, and response actions

✓ develop and implement a responsible operations and maintenance program

✓ conduct inspections for asbestos-containing materials every three years

✓ perform semiannual surveillance activities

✓ implement response actions in a timely fashion

✓ provide adequate staff training and meet certification requirements

✓ notify all occupants (and parents/guardians) about the status of asbestos-containing materials each year.

In other words, school districts must know where asbestos materials are located in their buildings, inform occupants, and train their staff how to work in affected areas. EPA officials conduct random checks and audit district records for asbestos monitoring and reporting.

Maintenance of the facility also considers air quality, integrated pest control, water management, waste management, playground maintenance and security concerns.

Saber STEM Academy will contract with licensed qualified contractors to maintain the HVAC, plumbing, fire suppression systems, etc. SSA will also contract with a custodial contractor to conduct daily cleaning of the school building after regular school hours. In addition, SSA may contract with one building custodian who will be available for maintenance and repairs during the school day as needed.

All facility operations will be supervised by Mr. Hassan as Chief Operations Officer.

(f) Describe any additional operations, as applicable.

Not 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 a N/A to this section.

Not applicable.

2.10 Charter Management Organization (if applicable)

(a) If you intent to contract with a charter management organization (CMO), please detail:

- The name of the CMO, if known, and evidence of its educational and management success;
- Selection process and criteria;
- Scope of services and resources to be provided by the CMO;
- Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interested will be checked;
- How performance of the CMO will be measured, including any deliverables;
- Conditions for renewal and termination of the CMO agreement;
- Any monetary obligations of the CMO agreement; and
- Include a copy of the CMO agreement as Attachment K, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination

The Board of Directors of SSA will contract with Salman Community Services, the non-profit extension of Education Management & Networks, Inc. (EMAN). Together, Salman Community Services and EMAN operate in full collaboration to support the schools within their network (the "Network").   Salman Community Services shall contract with Saber STEM Academy as its *Charter Management Organization* (CMO) to provide full-service management to the school in accordance with a Service Agreement that fully complies with any CMO Policies established by Metro Nashville Public Schools or the State of Tennessee. While EMAN is a Michigan for-profit corporation established in 2003 for the purpose of providing quality educational services to Michigan public school academies, Salman Community Services is a Michigan non-profit corporation formed in 2009 for the purpose of serving students, graduates and charter school communities. The following chart depicts the line of authority between the Board of Directors and Salman Community Services:

Amended Application for a Public Charter School Saber STEM Academy

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Tennessee State Board of Education
    |
Metropolitan Nashville Public Schools
    |
Legal Services --- Saber STEM Academy Board of Education --- Auditor
                            |
                  Salman Community Service
                            |
              Education Management and Networks
                            |
                       Superintendent
                            |
                        Principal
    |          |          |              |              |            |
EL Director  Dean of   Teachers   Special        Custodial/   Food Service
             Students             Education       Maintenance
                                  Director
    |                             |         |
Parapros                    Speech      Social Worker
                            Pathologist
```
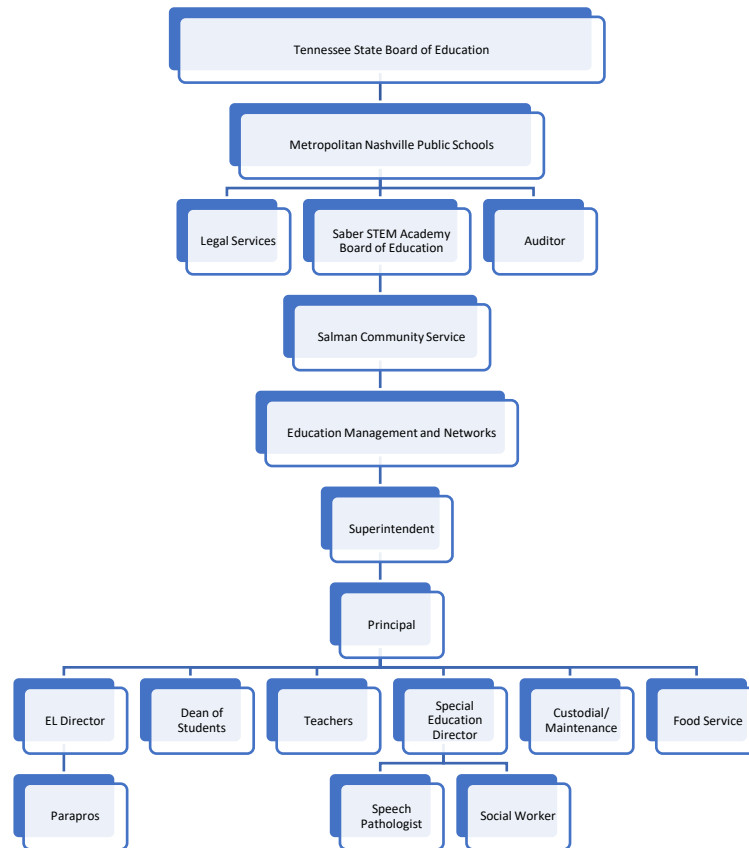
The proposed members of the Board of Directors of Saber STEM Academy have been identified in the response to Question 2.1.   There are no conflicts of interest between the Board of Directors of Saber STEM Academy and the Network. Conflicts of interest are routinely checked by the Board of Directors of the Academy. The Board of Directors plans to meet on a monthly basis and the regular agenda will always include an opportunity for each member to disclose whether or not they have a conflict of interest with an item on the proposed agenda.

Board members shall perform their official duties free from any conflict of interest. To this end, no Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency, apart from the total interest of the Academy.

When a member of the Board suspects the possibility of a personal interest conflict, he/she should disclose his/her interest (such disclosure shall become a matter of record in the minutes of the Board) and thereafter abstain from any participation in both the discussion of the matter and the vote thereon.

In accordance with the Service Agreement, Salman Community Services shall be responsible for the following *deliverables* to the Academy:

- Implementation and administration of the educational program;
- Recruiting, hiring, and employing the principal, teachers, other professional staff, and support staff;

- Providing professional development assistance and other training and supervision;
- Management of all personnel and human resources functions for the staff at the Academy and other support staff who provide services for the Academy;
- Continued development, review, and implementation of the curriculum;
- Selection and acquisition on behalf of the Academy of instructional materials, equipment, and supplies;
- Pupil accounting, as required on official count days and generally during the school year;
- Procurement and maintenance of insurance on behalf of the Academy;
- Accounting and financial services as further specified in this Agreement;
- Control, maintenance, and operation of the Academy buildings, including daily custodial maintenance, repairs and replacements on an as-needed basis, and long-range facilities planning;
- Installation of technology integral to the school design, including hardware, software, programming, upgrading, service, networking, and maintenance;
- Advertising for and recruitment of students, and performing all functions associated with enrollment;
- Cooperation with the Board's legal counsel and independent auditor;
- Implementation and enforcement of policies established by the Board;
- Implementation of policies and procedures for the health, safety and welfare of students and other persons at the Academy;
- Compliance services for the legal and regulatory requirements imposed upon the Academy;
- Assisting and consulting in the design of strategic plans for the continuing educational and financial benefit of the Academy;
- Design of an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community, for implementation by the staff at the Academy;
- All other tasks and responsibilities necessary for the implementation and administration of the Educational Program;
- Performance as agent for the Academy and the Board in the overall administration of the Academy;
- All functions which are typically associated with the operation and administration of a public school and a public school district and which, in the absence of a management agreement with a Charter Management Organization, would be performed by the staff of the school or school district;
- Provision of parent education, including seminars on parent skills, communication skills and workshops to improve partnership with parents.

The **agreed upon charge** for the services to be provided by Salman Community Services, is typically 10-12% of revenues. However, Salman Community Services may at its own discretion waive up to 50% of the annual fee in order to ensure that the Academy does not operate with a deficit budget.   This fee is in addition to the reimbursement of all costs incurred on behalf of the academy to include payroll, taxes, benefits, procurement of supplies and other operating expenses. All costs are documented in accordance with the Board's approved financial policies and procedures and established internal controls. The Service Agreement will be submitted to Metro Nashville Public Schools, prior to Board execution. A draft has been included as Attachment K.

The Board of Directors of SSA shall **evaluate** the performance of Salman Community Services on an annual basis in writing on contract compliance and a functional evaluation of executive leadership, financial management and reporting, human resource management, school operations, student information and compliance reporting, technology management, as well as start-up and expansion management.   The results of the annual evaluation shall be considered when renewing the Service Agreement. The Board may terminate the Service Agreement after sixty (60) days prior written notice to CMO upon the occurrence of any of the following:

114

1. If CMO shall cease to be approved by the Authorizer to render services under this Agreement;

2. In the event that CMO or any of its Shareholders, and/or Board of Directors shall be guilty of felony or fraud, gross dishonesty, or other act of gross misconduct in the rendering of services under the Agreement;

3. In the event that CMO fails to remedy a material breach of its duties or obligations under this Agreement within sixty (60) days after written notice of the breach is provided to CMO by Academy;

Notwithstanding the foregoing, the Agreement may also be terminated by either party immediately in the event that the Contract is revoked or terminated by the Authorizer for any reason. In addition, this Agreement may also be terminated by either party immediately in the event the other party is declared bankrupt or insolvent, or makes an assignment for the benefit of its creditors, or if a receiver is appointed or any proceedings are commenced, voluntary or involuntary, by or against such party under bankruptcy or similar law and such status is not cured within sixty (60) days from its occurrence. The CMO shall notify the Board if any principal or officer of the CMO, or the CMO (including any related organizations or organizations in which a principal or officer of the CMO served as a principal or officer) as a corporate entity, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

Principal organizers of the school (in addition to the proposed members of the Board of Directors) are identified in the following table:

Name	Street Address	City	Zip	Role
Mr. Ahmed Saber	27704 Franklin Road	Southfield	48034	President, Education Management & Networks, Inc. - Charter Management Organization (Operations)
Mr. Ehab Hassan	27704 Franklin Road	Southfield	48034	Education Management & Networks, Inc. - Charter Management Organization (Facilities and Technology)
Dr. Lorilyn Coggins	27704 Franklin Road	Southfield	48034	Education Management & Networks, Inc. - Charter Management Organization (Business and Financial Reporting)
Dr. Azra Ali	27704 Franklin Road	Southfield	48034	Education Management & Networks, Inc. - Charter Management Organization (Educational Programming)
Dr. Randy Speck	27704 Franklin Road	Southfield	48034	Education Management & Networks, Inc. – Charter Management Organization (Educational Programming, Teacher Mentoring and Evaluation)
Mr. Greg Meihn, Esq.	130 E Nine Mile	Ferndale	48220	Legal Counsel

Amended Application for a Public Charter School Saber STEM Academy

The Network has an extensive, incontestable record of serving communities that harbor historically underserved student populations. Oakland International Academy (OIA) founded in 1999, selected EMAN as its Educational Service Provider in 2005. EMAN has managed the school for 14 years. OIA currently serves approximately 800 students. 73% are English language learners. 92% are identified as economically disadvantaged. In 2012, EMAN opened Caniff Liberty Academy (CLA) with 278 students. In just four years, CLA expanded its population to more than 480 students. 87% of the students are economically disadvantaged and 57% are English Language Learners. EMAN has soundly demonstrated its expertise in serving unique populations.

SCS AND the Network and its Development Team bring requisite skill sets to this project to effectively launch and govern the school. Requisite skill sets include knowledge of the target population, language skills, finance skills, legal capacity, education expertise, community service and finance, in addition to public relations. Each member of the Development Team brings unique characteristics, ***strengths, experiences,*** and abilities that make the team well-rounded.

As CEO of SCS AND EMAN, **Mr. Ahmed Saber** will oversee the launch and implementation of the Academy in collaboration with and under the express approval of the Board of Directors. He will ensure that the mission and vision of the Academy are achieved, assist in student recruitment and the employment of all staff to ensure academic performance that meets or exceeds the Every Student Succeeds Act (ESSA). He will develop, manage, and optimize the board approved budget and oversee financial accounting and procurement of services and supplies for school operations. Mr. Saber has prior work experience and education as an engineer which supports the STEM focused curriculum to be offered at the academy.

Mr. Ehab Hassan, with his Bachelor of Science degree in Electrical and Computer Engineering and a Master of Business Administration degree, has over ten years of management experience working in different environments from small to large organizations including Deloitte Touche, prior to joining the EMAN team. He is experienced in technology and business operations. Mr. Hassan will be responsible for technology, lease negotiations and preparation of the facility for optimal instruction.

Dr. Lorilyn Coggins has 35 years of experience in education administration and compliance. Working exclusively with charter schools since 1995, she has assisted over a dozen schools from development through start-up to ongoing operations. She works closely and in concert with board members as they navigate their way through reporting requirements, compliance, and public board functions. Coggins earned a Bachelor of Arts degree in Family Life Education from Spring Arbor College; a master's degree, Specialist Degree and Doctorate in clinical psychology and humanistic education from the Center for Humanistic Studies, now the Michigan School of Professional Psychology.

Dr. Azra Ali received her bachelor's and master's degrees in Education along with an Education Specialist Degree in Curriculum and Instruction and completed her Doctoral Degree in Education Leadership and Policy Studies at Wayne State University. Dr. Ali has spent the past twenty-three years in various teaching, coaching, and leadership positions at private and charter schools. Her expertise in curriculum design, staff development, and leadership skills helps her facilitate professional development throughout each our schools. Not content to "rest on her laurels", Dr. Ali strives to stay current with continuing education opportunities and has completed the Art of Leadership Program at the Harvard Principal Leadership Program which has provided her with best practices in whole school reform. She also attained her International Baccalaureate Academy certification with endorsements in IB workshop leading, consulting, and site visiting. Dr. Ali is an asset to the EMAN team as she

engages the school community in culturally responsive teaching practices to promote achievement for EL students.

Dr. Randy Speck earned a Doctorate in Education from Gwynedd University in 2020, a Specialist degree in Educational Administration from Oakland University in 2003. He also has a master's degree in Educational Leadership from Lipscomb University that was achieved in 1997.   Dr. Speck is an instructional leader for all EMAN schools and Director of Education. Leadership is needed in so many industries but there may be no greater place for creativity, innovation and new ways of thinking than in education. His career has been in education, but his stated passion has to do with assisting people, whether adults or children to be able to reach their full potential. Organizations, made up of people need to be constantly trained and developed into performing at higher levels than they were.

Attorney Greg Meihn provides legal counsel to many charter schools and has helped School Boards in many areas including filing organizational documents, negotiating contracts, advice regarding special education and student rights (including restorative justice practices), compliance with the Freedom of Information Act and the Open Meeting Act. Mr. Meihn is also a certified Title IX trainer and will provide Title IX training to the Board. Attorney Meihn is licensed to practice in the State of Tennessee.

> (b) For a sponsor of an existing school in the ASD contracting with a CMO, in lieu of the above, include a copy of the CMO agreement as Attachment K.

Not applicable.

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 is 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:

In order to meet the needs of Saber STEM Academy students, the Board of Directors of SSA may request waivers of certain rules and regulations that impact the delivery of instruction. Initial waivers to be requested included the following:

49-3-306(a) Licensed Personnel Salaries

8-23-206(a) Longevity Pay

49-5-401 Teacher Assignment

49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5406, 49-5-5501, and 49-5-5504-5506 Career Ladder

49-5-408-409 Evaluation Contracts and Termination of Contracts

49-5-501-513 Tenure

49-5-101(a) Licensed Principals

0520-1-3-.07(2) Library Information Center Personnel

49-3-316 Local Fiscal Accounting

49-6-4012(b) Formulation and Administration of Behavior and Discipline Codes

49-3-311 Capital Outlay

Developers anticipate full compliance with legislative requirements including the employment of highly qualified and certified teachers, properly permitted substitutes when needed, transparency reporting, adherence to the Freedom of Information Act and full compliance with the Open Meetings Act. With the exception of the approved waivers, the academy will comply with all other requirements applicable to public schools in Tennessee.

2.12 Network Vision, Growth Plan, & Capacity

(a) Describe the network's strategic vision, desire impact, and five-year growth plan for developing new school 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.

The Network's strategic vision is to provide the Nashville area with outstanding options for STEM education in a culturally responsive school environment. Given that Nashville is attracting a large immigrant population, the need for equitable, diverse, and inclusive school options is extremely viable. The Network plans to expand by opening future schools in the geographic location of Antioch. There is a strong vision to establish a brick-and-mortar corporate office and staff it with a highly qualified and competent central leadership team.

Currently, the Network is operating multiple schools in the metropolitan Detroit area and provides full-service management to Oakland International Academy, Caniff Liberty Academy and New Dawn Academy. The Network also provides back-office services to an additional four schools located throughout the State of Michigan. The combined number of students currently supported throughout the Network exceeds 2,000.   Schools are located in a variety of inner city, urban locations in Southeast Michigan, in addition to a rural school in mid-Michigan. Central offices are located in Southfield Michigan 48034.

Tennessee is an ideal location for the Network's continued growth and expansion given its large EL population and unique cultural and linguistic diversity. The Network plans to add a new school every three years to meet its strategic goals. At Saber STEM Academy we project the enrollment to be at 242 students in three years. The

Network's goals include strategically adding grades to provide a comprehensive high school program in the future.

    (b) Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.

Education Management and Networks (EMAN) was founded in 2003 as a Michigan domestic profit corporation for the express purpose of providing charter schools with quality management services, designed to increase the achievement of all students. Founded by Mr. Ahmed Saber, President, EMAN specializes in supporting at-risk students and the successful tum-around of at-risk schools. EMAN has a proven track record of success working with inner city student populations and low achieving schools. EMAN believes that the work of making a school (and its students) successful stems from management and the Board working in concert as a team. EMAN's central office has over 80 years of experience in providing quality education.

The Network's corporate office is staffed with qualified and experienced personnel who work together to support on-site school leadership in the delivery of strong academic programming designed to ensure that all students receive a quality education. EMAN's corporate office staff include Mr. Ahmed Saber, President and CEO of EMAN; Mr. Ehab Hassan, Director of Operations; Ms. Azra Ali, Director of Academic Improvement and Staff Mentor; Dr. Lorilyn Coggins, Compliance Director and Special Projects Coordinator; Ms. Alison Neville, Human Resource Manager; and Ms. Smita Vaidya, Business Manager.

    (c) 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.

The most recent addition to the Network was New Dawn Academy of Warren authorized by Saginaw Valley State University. Originally authorized to open in the Fall of 2021, the Board of Directors in collaboration with the University Authorizer decided to postpone the opening of the school until the Fall of 2022 as a result of delays in securing the requisite Certificate of Occupancy from the State of Michigan. Delays were unavoidable due to shortages in the State's Bureau of Construction Codes office due to the pandemic.

    (d) Discuss the results of past replication efforts and lessons learned – including particular challenges and how you have addressed them.

The Network has experience with past replication methods when it opened Caniff Liberty Academy. Although Caniff was in the vicinity of Oakland International Academy geographically, we quickly recognized that the demographics were quite different from each other. The Network engaged in stakeholder feedback sessions and adjusting the changing demographics of the school's program to offer more options to provide equitable access to educational opportunities. For example, at Caniff there was a large Bangla speaking population compared to Oakland International Academy, so the Network, recruited more staff members to represent that subsection of the community. In addition, translation services and bilingual supports were added in the Bangla language.

120

However, replication efforts in building literacy foundations and essentials were very successful and easily transferable from one school to another.

(e) 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.

Two major challenges often faced by new schools include finances and facilities.   Saber STEM Academy will be supported by the Network in case initial enrollment is lower than anticipated or revenues are less than budgeted. The Network has the ability and financial resources to ensure the sustainability of the Academy during its initial years. A suitable facility has been identified and a contingency plan has been developed in case renovations to the proposed building cannot be completed prior to the planned 2023 opening.

The Network also anticipates some risks and challenges may be encountered during the next few years in terms of staffing. Given the critical shortage of teachers, we believe that recruiting and hiring qualified staff members to teach subjects like Arabic will be our biggest challenge. To mitigate that, our plan is to promote nationwide searches to attract qualified candidates to fill these desired positions. The Network has demonstrated success in filling positions at its current schools and is proud of its teacher retention rates.

Based on the survey data, we also anticipate that families will be eager to see immediate results in student achievement. We have plans to use internal assessments to showcase growth and monitor progress; however, it will be incredibly important for the first-year assessment data to show the attained results. The initial parent perceptions, support and involvement will be instrumental to the success of the Academy. We anticipate that garnering parent trust as a new school and making enrollment goals may be a challenge. We hope to mitigate it by utilizing best practices in parent engagement and involvement to promote a growth mindset and establish trust through transparency, collaboration, and deliverables.

(f) Provide, as Attachment L, the network's most recent annual report.

The Network does not publish an annual report inclusive of all schools. A summary has been provided in the response to Question 3.3 that demonstrates the fiscal strength of the Network as a whole. Copies of school audit summaries have been included in Attachment L.

2.13 Network Management

(a) Identify the network's leadership team and their specific roles and responsibilities.

Mr. Saber brings the benefit of worldly educational experience to the team at EMAN. He graduated high school in Nigeria in 1984, received a General Education Certificate from London University in London, England in 1985 and went on to obtain a Bachelor of Science degree in Electrical Engineering in 1992 from AinShams University in Cairo, Egypt, followed by a Master of Science in Systems Engineering from Oakland University in 1996.

Prior to founding Education Management & Networks, Inc., Mr. Saber worked for General Motors for almost ten (10) years as a Senior Engineer and sat as a member on the Board of Directors of Oakland International Academy.

After spending time as a Board Member and seeing first-hand the need for additional educational options serving at-risk, immigrant and English language learners, Mr. Saber opened EMAN in 2003. Since then, he and the team at EMAN have worked tirelessly to provide services to numerous academies serving student populations across Southeast Michigan.

Mr. Hassan has been with the EMAN team for more than ten (10) years now providing the company the value of his educational background (Bachelor of Science in Electrical and Computer Engineering and Master of Business Administration degrees) and knowledge of management, technology and business operations through his prior work experiences in small organizations to large environments including time spent at Deloitte Touche.

Our clients are served by Mr. Hassan through his supervision of lease negotiations and necessary facility improvements including structural and aesthetic building features, as well as technology and related infrastructure needs; development of operational plans and oversight of the implementation of plans at client locations ensuring an environment conducive to effective learning and optimal instruction; acts as administrative aide to principal as needed; and monitoring of district and special project accountability timelines.

122

Amended Application for a Public Charter School
Saber STEM Academy

Dr. Ali has received her bachelor's and master's Degrees in Education along with an Education Specialist Degree in Curriculum and Instruction earned her Doctoral Degree in Education Leadership and Policy Studies at Wayne State University. Dr. Ali has spent the past twenty (20) years in various teaching, coaching, and leadership positions at private and charter schools.   Her expertise in curriculum design, staff development, and leadership skills helps her facilitate professional development throughout each our schools.

Not content to "rest on her laurels", Dr. Ali strives to stay current with continuing education opportunities and has completed the Art of Leadership Program at the Harvard Principal Leadership Program which has provided her with best practices in whole school reform. She also attained her International Baccalaureate Academy certification with endorsements in IB workshop leading, consulting, and site visiting. Dr. Ali is an asset to the EMAN team as she engages the school community in culturally responsive teaching practices to promote achievement for EL students.

Dr. Speck earned a Doctorate in Education from Gwynedd University in 2020, a Specialist degree in Educational Administration from Oakland University in 2003. He also has a master's degree in Educational Leadership from Lipscomb University that was achieved in 1997.

Dr. Speck is an instructional leader for all EMAN schools. Leadership is needed in so many industries but there may be no greater place for creativity, innovation and new ways of thinking than in education. His career has been in education, but his stated passion has to do with assisting people, whether adults or children to be able to reach their full potential. Organizations, made up of people need to be constantly trained and developed into performing at higher levels than they were.

Dr. Coggins' credentials include a Bachelor of Arts degree with a major in Family Life Education, a Master of Arts degree in Humanistic and Clinical Psychology, a Specialist (PsyS) degree in Humanistic and Clinical Psychology and Education, and finally received her Doctor of Psychology in 2002.

Dr. Coggins began her career in the education sector in the late 1980s starting as an independent contractor for clients in the skilled trades industry assisting in the development of programs in masonry, boiler repair, stenography, bartending, and cosmetology. From there, Dr. Coggins became involved in the charter school movement in the mid-1990s and has become a pillar in the charter community having been a vital part of the opening of dozens of academies and helping countless other groups navigate the authorizing process.

Dr. Coggins was originally part of the EMAN team in 2003 till 2006; she then re-joined the team in 2013, subsequently merging her own company, American Charter Education Services, Inc. with EMAN in 2017. Dr. Coggins brings her thirty (30) of experience to EMAN along with in-depth knowledge of charter school law, school accounting, and compliance requirements, as well as the many relationships she has forged with numerous

authorizing bodies, Department of Education personnel, and support organizations to work closely with our clients' boards of directors navigating them through reporting requirements, compliance and public board functions.

Ms. Neville is an indispensable part of the EMAN team as it is her upbeat personality and good-natured demeanor that puts those she interacts with at ease and puts a smile on everyone's face. Her educational background in human resources along with prior work experience in the human resource field are assets to EMAN. She is an excellent resource to our clients and staff as she is responsible for duties including:

- locating experienced and talented candidates for open positions
- scheduling interviews and working with academy administration on candidate qualifications
- processing new hires including confirming credentials
- administration of available benefit plans and assisting eligible employees in the selection process
- processing terminations
- maintaining relationships with various state agencies and handling worker's compensation and unemployment claims
- completion of Educational Personnel reports

Ms. Vaidya, our Accounting Director has bachelor's degrees in commerce from Pune University and Business Administration in Finance from Walsh College. She provides the EMAN team with over twenty-five (25) years of experience in the accounting field - nearly twenty (20) of those in the education industry.

Mrs. Vaidya is instrumental in keeping EMAN's and our client's financial records organized and meeting all State and charter contract requirements. She is responsible for meeting all financial needs of our clients including, but not limited to:

- preparing budget reports and monthly financial reports to the boards of directors
- account reconciliations, grant monitoring and draws
- accounts payable
- payroll
- correspondence with the Department of Education, authorizing bodies and intermediate school districts
- completion of FID reports
- preparation for year-end audits and year-end tax requirements

This core team supports all Network schools and is readily available to assist with school operations as needed.

(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 roles in the organizational structure of the proposed school.

Organization Charts have been included in Attachment M as instructed.

(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?

With Board approval and in full accordance with the Charter Contract, Education Management & Networks, Inc. can provide the following services to the Board of Directors of Saber STEM Academy:

Budget Preparation – SCS AND the Network will annually prepare a proposed budget for the upcoming school year, subject to approval by the Board. The budget shall be submitted to the Board for review at least ten (10) days before the meeting at which it will be voted on. The budget shall conform to the Tennessee Internal School Uniform Accounting Policy Manual, as it may be amended or replaced, and be prepared and maintained in a form satisfactory to the Board and to the authorizer. The budget shall contain object level detail and comply with generally accepted accounting standards. The budget shall include academy revenues and projected expenses and costs reasonably associated with operating the Academy and the Educational Program, including – but not limited to – the projected cost of the Educational Program provided to the Academy, rent and lease payments, debt service, maintenance and repairs to Academy facilities, supplies and furnishings necessary to operate the Academy, taxes, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the Academy. The proposed budget shall be submitted to the Board for approval not later than 30 days prior to the date when the approved budget is required to be submitted to the authorizer. The Network will not make deviations from the approved budget without the prior approval of the Board.

Financial Management Services – The Network will provide accounting and financial services including the maintenance of financial records, payment of expenses, collection of revenues, reconciliation of accounts, fixed asset accounting and all other functions typically associated with the finance department and controller's office of a public school. On not less than a monthly basis, SCS AND the Network shall provide the Board with a cash flow analysis, an aged report of accounts payable, bank reconciliation(s), a written report detailing the status of the budget to actual revenues, and a detailed schedule of expenditures at an object level for review and approval by the Board. The Board shall be presented a balance sheet and a statement of revenues, expenditures, and changes in fund balance at object level detail at each regularly scheduled meeting. SCS AND the Network shall provide special reports as necessary to keep the Board informed of changing conditions.

Implementation of a Benefit Package - SCS AND the Network recognizes that teachers and support staff are the keys to student success. To that end, the Network recruits only certified and highly qualified teachers; offering competitive salaries to attract and retain teachers and administrators using bonus pay and incentives along with a benefit package that includes health benefits along with vision, dental and a 401k program.

Provision of Payroll Service – All teaching and instructional personnel performing functions on behalf of the Academy shall be employees of the Network. Compensation of all employees of the Network shall be paid by the Network. Compensation includes salary, fringe benefits, and state and federal tax withholdings. the Network is responsible for paying social security, unemployment, and any other taxed required by law to be paid on behalf of its employees.

Cash Flow Notes and Other Financing – In order to supplement and enhance the state school aid payments and improve the quality of education at the Academy, the Board and SCS AND the Network, with prior Board approval, shall endeavor to obtain revenue from other sources. All funds received by SCS AND the Network or the Academy from such other revenue sources shall inure to and be deemed the property of the Academy, except as otherwise agreed in writing.

Bidding and Procurement – All acquisitions made by SCS AND the Network for the Academy including, but not limited to, instructional materials, equipment, supplies, furniture, computers and other technology, shall be owned and remain the property of the Academy. SCS AND the Network will comply with Section 1274 of the Code and with the Board's procurement policy as if the Academy were making these purchases directly from a third-party supplier and SCS AND the Network will not include any fees or charges in addition to the cost of the equipment, materials and supplies purchased from third parties when it seeks reimbursement for the cost of these acquisitions. All supplies, materials, and equipment procured for the Academy by SCS AND the Network shall be inventoried by an acceptable method of inventory and an inventory of Academy equipment shall be maintained so that it can be clearly established what property belongs to the Academy.

Grants Management – The Academy and/or SCS AND the Network may apply for and receive grant money in the name of the Academy and with the prior approval of the Board. the Network will continue to provide accounting and financial services including the maintenance of financial records, payment of expenses, collection of revenues, reconciliation of accounts, fixed asset accounting and all other functions typically associated with the finance department and controller's office of a public school, specifically identifying grant resources and grant related expenditures as appropriate.

Annual Audit – SCS AND the Network will make all of the Academy's financial and SCS AND the Network's other related records available to the Academy's independent auditor selected by the Board and will cooperate with the auditor. the Network corporate records, office records, tax records, and profit and loss statements not related to the Academy are excluded.

Finance Policies – The Board shall adopt rules, regulations, procedures, and policies applicable to the Academy. SCS AND the Network shall enforce those rules, regulations, procedures, and policies as adopted by the Academy. SCS AND the Network shall assist the Board in its policy-making function by recommending the adoption of reasonable rules, regulations, procedures, and policies applicable to the Academy.

Personnel Management Services

Amended Application for a Public Charter School
Saber STEM Academy

Subject to Academy policies, SCS AND the Network shall, in cooperation with the Board, recommend to the Board staffing levels and select, evaluate, assign, discipline, and transfer personnel, consistent with state and federal law, and consistent with the parameters adopted and included with the Charter Contract. All personnel must meet the legally required qualifications for their positions. the Network shall be the employer of all individuals working at or for the Academy and will be responsible for the payment of all costs attributable to these employees including wages, salaries, fringe benefits, unemployment costs, workers compensation costs, and liability insurance costs, subject to reimbursement by the Board.

Staff Recruitment – SCS AND the Network will have the authority, consistent with state law, to select and supervise the School Leader and to hold him or her accountable for the success of the Academy. The School Leader shall hold all certifications required by the Code. The School Leader shall be an employee of the Network, who may be disciplined and/or terminated by the Network at its sole discretion. the Network, with the assistance of the School Leader, will in turn, have the authority to select and hold accountable the teachers of the Academy. With prior Board approval, the Academy may be organized as a teacher led school with proper authority assigned to a leadership team in lieu of a single School Leader.

It is the policy of SCS AND the Network to provide equal employment opportunities to all people without regard to race, handicap, and sex, national origin, and age, political or religious affiliation.

Great teachers and effective teaching are what works for increasing student performance. Best practice designed to ensure high-quality instruction include:

- Hiring great teachers,
- Adopting a flexible, yet consistent approach to teaching,
- Supporting great teaching with .individualized staff development, and
- Ensuring great teaching through evaluation and accountability.

In its organization of people, it is necessary that some be appointed with special responsibilities of leadership and be given certain authorities of the Network as an employer.

All employees of the Network will be made familiar with the organization, purpose, structure, and function of the Network, as well as the personnel policies of the individual agencies or program at the beginning of employment.

the Network shall provide training in its methods, programs, curriculum, and technology adopted by the Board to all teaching personnel on a regular and continuous basis.

State Reporting – SCS AND the Network will provide appropriate compliance and authorizer reporting to meet the transparency requirements of the Code. This is in addition to all other functions typically associated with the responsibilities of the educational service provider.

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

Function	Network Decision-Making	School Decision-Making

	Proposed by Network	Approved by Board
Performance Goals	Proposed by Network	Approved by Board
Curriculum	Proposed by Network	Approved by Board
Professional Development	PD Plan Proposed by Network	Approved by Board
Data Management and Interim Assessments	Network Responsibility	Reported to Board
Promotion Criteria	Proposed by Network	Approved by Board
Culture	Proposed by Network	Approved by Board
Budgeting, Finance and Accounting	Preparation of Budget / Accounting and Reporting	Budget Approved by Board / Reports Provided to Board
Student Recruitment	Network Responsibility	
School Staff Recruitment and Hiring	Network Responsibility	
H/R Services (payroll, benefits, etc.)	Network Responsibility	Staffing levels approved by Board
Development/Fundraising	Shared Responsibility	Shared Responsibility
Community Relations	Shared Responsibility	Shared Responsibility
I/T	Network Responsibility	
Facilities Management	Network Responsibility	Lease Held by Board
Vendor Management/Procurement	Network Responsibility	
Other operational services, if applicable	Network Responsibility	

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.

Saber STEM Academy will be governed by an independent governing board as described in the response to 2.1.

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% of 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.

Amended Application for a Public Charter School
Saber STEM Academy

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Elementary Schools	5	5	6	6	6
Number of Middle Schools	1	1	1	1	1
Number of High Schools	1	1	1	1	1
Total Schools	7	7	8	8	8
Student Enrollment	1500	1600	1850	2000	2150
Management Organization Positions	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Executive Officer	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Chief Operations Officer	1	1	1	1	1
Director of Education	1	1	1	1	1
Compliance Director	1	1	1	1	1
Accounting Director	1	1	1	1	1
Accountants	2	2	2	2	2
Human Resource Manager	1	1	1	1	1
Human Resource Assistant	1	1	1	1	1
Information Technology	1	1	1	1	1
Total Back-Office FTEs	11	11	11	11	11
Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	3	4	4	5	5
Assistant Principals	0	0	1	1	2

Amended Application for a Public Charter School
Saber STEM Academy

	Year 1	Year 2	Year 3	Year 4	Year 5
Deans	2	3	3	4	4
Classroom Teachers (Core Subjects)	30	37	37	44	44
Classroom Teachers (Specials)	8	11	11	14	14
Student Support Position (Social Worker)	1	2	2	3	3
Student Support Position (Speech Therapist)	3	4	4	5	5
Teacher Aides and Assistants	17	20	20	24	24
School Operations Support Staff	4	5	5	6	6
Total FTEs at Elementary Schools	68	86	87	106	107
Middle School Staff	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Principals	3	4	4	5	5
Assistant Principals	0	1	1	1	1
Deans	2	3	3	4	4
Classroom Teachers (Core Subjects)	18	24	24	30	30
Classroom Teachers (Specials)	12	16	16	20	20
Student Support Position (Social Worker)	3	4	4	5	5

130

Student Support Position (Speech Therapist)	3	4	4	5	5
Teacher Aides and Assistants	9	12	12	15	15
School Operations Support Staff	3	4	4	5	5
Total FTEs at Middle Schools	53	72	72	95	95
High School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	1	1	1	2	2
Deans	1	1	1	2	2
Classroom Teachers (Core Subjects)	18	18	18	24	24
Classroom Teachers (Specials)	5	5	5	10	10
Student Support Position (Social Worker)	1	1	1	2	2
Student Support Position (Speech Therapist)	1	1	1	2	2
Teacher Aides and Assistants	6	6	6	8	8
School Operations Support Staff	1	1	1	2	2
Total FTEs at High Schools	34	34	34	52	52
Total Network FTEs	155	192	193	253	254

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1   Planning and Budget Worksheet (Attachment N)

(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:

- All anticipated funding sources, 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

o   Authorizer fee

o   Contracted services at school (audit, I/T, etc.)

o   Rent, utilities, and other facility expenses

o   Office supplies and equipment

o   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

The planning and budget worksheet has been included in Attachment N as instructed.

3.2   Budget Narrative (Attachment O)

(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 Section3.1(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 students with disabilities might affect the budget and your plan to meet student needs might be more than anticipated.

Pre-operational costs will be borne by the Charter Management Organization, until the Board can provide reimbursement from the receipt of state aid revenues or utilize available grant funds. It is expected that these costs will include salaries and benefits, marketing and advertising, professional development for staff, initial teaching supplies, textbooks, computer purchases, and any operational costs related to building readiness for the start of classes (telephone, copier, utilities, custodial, internet, etc.). It is recognized that pre-operational costs may run up to approximately $300,000, not including facility expenses. Education Management & Networks, Inc. has committed this amount to the successful development of this Academy.

Upon opening, the main funding source for all operations will be school state aid. The Development Team understands that state revenues for the fiscal year are not received until October and that revenues are then equally distributed each month through August. The anticipated per pupil foundation is estimated to be $9,552 per student.

A five-year projected budget has been prepared and has been included as an Attachment N. It should be noted that the five-year projected budget is a draft only but demonstrates the sustainability of the academy. The budget will need to be approved by the Board of Directors of SSA. The Board of Directors will approve the budget at the function level and will adopt an Appropriations Act which shall serve as a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all income received by SSA. The Board is responsible for adopting an annual budget. The Board is also responsible for ensuring that it has adequate resources to fulfill its obligations under the Contract, including but not limited to the organization of the Academy, negotiation of the Contract and any amendments, payment of employee costs, insurance required under the Contract and this Agreement, the annual financial audit and retention of the Board's legal counsel, consultants, and employees. In addition, the Board is responsible for determining the budget reserve amount included as part of the Academy's annual budget, for implementing fiscal policies that will assist the Academy in   attaining the stated budget reserve amount and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary. At present, the five budget anticipates the following revenues, expenditures, and growing fund balance:

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenues	$2,589,192	$3,314,166	$3,967,532	$4,624,122	$4,936,732
Expenditures	$2,294,335	$2,816,334	$3,337,275	$4,263,407	$4,554,737
Fund Balance	$294,857	$798,683	$1,428,940	$1,789,656	$2,171,651

By year five, Saber STEM Academy will establish and maintain a minimum 20% fund balance.

On a monthly basis, SCS shall provide the Board with financial statements that (at a minimum) include a balance sheet, and an object level detailed statement of revenues, expenditures and changes in fund balance that includes a comparison of budget-to-actual information and an explanation of variances; along with the prior month check register. This report shall be prepared in advance of the Board meeting to be available for Board packets sent to Board members, and its designees, in preparation for Board meetings. SCS shall provide special reports as necessary to keep the Board informed of changing conditions. In addition, the monthly bank reconciliation is available upon request.

3.3   Network Financial Plan (Attachment P)

(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 reverence the school-level budgets provided in Sections 3.1 and 3.2 as appropriate. Applicants must submit financial form detailing:

- A back-office budget;
- Financial implications of facilities plans;
- All major assumptions including but not limited to:
  - Student enrollment;

- o   All anticipated funding sources (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;
- o   Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;

- o   Management fees and any other management compensation to the CMO or network (if applicable); and
    - o   Capital, contingency, and insurance reserve funds.

SCS AND the Network does not develop budgets on a network wide basis. Each individual school within the Network has a separate, distinct, Board approved budget.

All Network schools maintain strong financial positions.

Copies of the current school budgets are included in Attachment P.

Annual audits can be viewed on the academy's websites at the following links:

- https://oiacademy.net/transparency.html
- https://www.cannifflibertyacademy.com/transparency.html
- https://newdawnacademy.net/transparency.html

The following table depicts the financial strength of all schools currently operating within the Network portfolio (full service and financial services):

	Caniff Liberty Academy	Eagle's Nest Academy	Escuela Avancemos	Oakland International Academy	New Dawn Academy of Warren	White Pine Academy
Type of Service	Full-Service Management	Business Services Only	Business Services Only	Full-Service Management	Full-Service Management	Business Services Only
2021 Audited Revenues	$5,085,866	$2,151,351	$4,263,531	$8,828,040	$0	$876,422
2021 Audited Expenditures	$5,102,605	$1,978,237	$3,819,123	$8,301,232	$0	$697,079
2021 Audit Fund Balance	$1,176,443	$428,654	$964,103	$2,602,850	$0	$283,928
Fund Balance as a	23.1%	21.7%	25.2%	31.3%	Not Applicable	40.7%

Percentage of Annual Expenditures						
Audit Findings	None	None	None	None	Not Applicable	None
Notes					New School Opening Fall of 2022	
2021 Grades Offered	K-8	K-6	K-8	K-12	Not Applicable	K-8
2021 Enrollment	471	175	320	822	0	72
Network Fees	$699,909	$23,850	$76,030	$1,139,737	$0	$16,250
Personnel Costs	$2,202,196	$923,978	$2,001,665	$4,577,288	$0	$357,058
Personnel Costs as a Percentage of Annual Expenditures	43%	47%	52%	55%	Not Applicable	51%

Enrollment at each of the schools within the Network range from 72 students to 822 students. Regardless of enrollment, the average fund balance is 28.4% of the annual expenditures. The fund balances as noted are within the sole control of the individual schools and their independent Boards.

No schools are on fiscal probation or have ever filed bankruptcy.

The schools rely mostly on state revenues for day-to-day operations. Federal revenues typically include Title I (disadvantaged youth), Title II (professional development), Title III (English Learners and Immigrant students), Title IV (well-rounded educational opportunities) and IDEA funding (students with disabilities). Schools within the Network do not rely on fundraising to sustain operations. No fees are charged to students.

Amended Application for a Public Charter School
Saber STEM Academy

Section 4: Portfolio Review/Performance Record

4.1 Past Performance

(a) Describe the educational program at your existing school(s) and whether or not it is a success.

The Network's existing schools have demonstrated steady progress towards the proficiency and growth indicators over the past seven years. Despite challenges with language barriers, parental involvement and poverty, the schools' have showcased a positive trend of student achievement. The Network attributes this to its commitment to the strategic plans and interventions along with the collective efficacy of the team-members and stakeholders.

(b) Provide detailed student achievement and growth results for each school in the network, including results for grades levels not tested on state assessments, as Attachment Q.

Since 2014, schools managed by Education Management and Networks have outperformed schools in Wayne County, MI and surrounding communities. With a combined EL student population of 63%, the Network schools have consistently shown growth in English Language Arts (ELA) and Mathematics. Between 2014 and 2019 (data completed prior to the pandemic) the Network schools proficiency improved 70% in ELA and 100% in Math.

Attachment Q has been included as instructed.

(c) Provide evidence that demonstrates the success of schools in the network in raising student achievement levels.

Saber STEM Academy is committed to establishing a high quality charter school that assists in fulfilling the MNPS charter promise of "greater decision-making authority in exchange for greater responsibility." We believe in the empowerment of high quality charter schools designed to improve the performance of student populations that may not always be served. The history of the Salman network schools is one of growth and improvement from statewide proficiency in reading and math to graduation rates to the increased involvement of female students pursuing post secondary education.

Often, achievement gaps are quantitatively measured but it is important to note that many qualitative improvements have been made in the Academies that the network serves. One of the most prominent and notable improvements is referenced by the graduation rates of the girls in the past decade and percentage of girls matriculating into postsecondary programs. Oakland International Academy's recent data shows that over 42% of the girls are pursuing a college-degree vs. less than 20% just 7 years ago. We believe that unique culturally-relevant pedagogy and positive school culture and climate have attracted many students to our school community and helped them attain success.

Oakland International Academy has an English Learner student population of 69% and was able to see growth in proficiency in grades 1-8 increase ten percentage points from 30% proficiency to 40% over the past five years.

138

Amended Application for a Public Charter School
Saber STEM Academy

Caniff Liberty Academy hosts a 57% foreign born population and during the same time saw ELA proficiency increase 65% and Math proficiency rise 130%.

The following graphics demonstrate the progress that Network schools have made in comparison to their peer districts and the state.   Both Oakland International Academy and Caniff Liberty Academy have outperformed the State with respect to English language learner progress.

These success rates are due to a targeted approach throughout the network schools that focuses on these five areas:

1. Implement high quality curriculum and effective instructional practices

2. Analyze the benchmark data
3. Address the need by focusing on priority content
4. Establish groups for targeted and accelerated learning
5. Monitor and adjust for impact

The Mackinac Center for Public Policy's 2019 Context and Performance Report Card is an annual report that takes into consideration both statewide assessments along with Free and Reduced Lunch rates. With over 98% free and reduced lunch rates, network schools were given a report card grade of A from the years 2016-2019.

Some of the accolades that network schools have received underscore the achievement our students have made while closing the performance gap.

- Caniff Liberty Academy received A+ for student achievement by the Mackinac Center in 2019.
- Caniff Liberty Academy received an average proficiency index score of 56% on the Michigan School Index which is above state average.
- Caniff Liberty Academy received an average Michigan School Index score of 98% during the three-year data collection period (2016, 2017, 2018) for EL progress indicators significantly above state and local data.
- Oakland International Academy Elementary School received A+ for student achievement by the Mackinac Center in 2020.
- Oakland International Academy Elementary School was ranked in the Top Five charter school in Detroit and the Middle School in Top 10 from US News and World Report, 2021.
- Oakland International Academy High School was ranked in the top 10 charter schools for its performance on the SAT assessments in 2018.
- Network schools demonstrate that an average of over 80% of students meet their annual NWEA growth targets in Reading and Math.

This quantitative data along with the significant paradigm shift with many of our female students demonstrates the commitment to the responsibility we have in our charter network.

(d) If applicable, provide the graduation rates for each school in the network.

Oakland International Academy High School graduation rate for 6-year average is 95%

(e) Select one or more of the consistently high-performing schools that the network operates, 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.

Oakland International Academy Elementary School which serves K-4 has consistently demonstrated high levels of student achievement for the past several years. This school was established 22 years ago. It has 242 students and maintains a steady trend in enrollment. With over 85% of the students identified as EL, the School has serviced a large number of immigrant families*. In 2021, US News and World Report ranked Oakland International Academy Elementary School in the top 5 best schools in the Detroit area.* This is a significant accomplishment and reflected in the student achievement data. The School has an average index score of 80% which is significantly higher than the state average of 60%. In addition, the school's average index score for EL Progress has been as high as 100% in 2018. Finally, the aggregate ELA performance on the State of Michigan's standardize assessment, the MSTEP was 40% proficiency in 2018-2019 year which was more than the statewide average.

The indicators for the School's success are based on the following indicators:

- MSTEP (Michigan's High Stakes Accountability Assessments).
- School Index reports on growth, proficiency, EL progress, School Quality and Student Success Index.
- Authorizer's annual educational report (Saginaw Valley State University is the authorizer).
- Enrollment trends and staff retention.
- Achievement towards the Network's strategic plan.

The primary causes are based on the intentional goals and activities of the Network's strategic plan. It is a result of pure hard work and dedication of all the collective efforts from team-members from all governing and management levels. In 2015, a strategic plan was designed to improve the school's performance goals. Through an inquiry-based planning and dialog with stakeholders through surveys and focus groups, the initial needs assessment was conducted. Using a data analysis process, the leadership team consisting of Central Office administrators and school administrators along with teachers, parents and student developed a formal action plan. Two primary goals were identified as a problem of practice:

- Teachers were inexperienced in skills to work with students with EL backgrounds.
- Curriculum's scope and sequence was left up to the teachers to determine based on each individual grade-level.

Based on these goals, a formal action plan was developed. A master plan was also accompanied to include reciprocal accountability and ensure monitoring and adjustment strategies.

Amended Application for a Public Charter School
Saber STEM Academy

The plan outlined a comprehensive professional development to include a full scope of SIOP training and relevant professional learning experiences for teachers before and during each schoolyear. The Network invested in a core group of administrators to receive the SIOP Train-the-Trainer workshops and used a turn-key model to promote a sustainable training program for all new and in-service teachers. Additional central office members including the Superintendent/Chief Academic Officer have completed formal upskilling certification through the Center for Applied Linguistics. This extra distinction has provided the districts with a comprehensive and fully developed SIOP intervention model. The district has also invested in online and virtual resources to promote asynchronous and synchronous professional experiences to ensure that ALL team members are optimally trained to implement the SIOP model. Finally, teacher coaching was added as an evidence-based practice where all teachers received access to a high-quality instructional coach who worked collaboratively with the teachers to implement, monitor, adjust and evaluate the effectiveness of their instructional strategies for the EL students.

Additionally, to support the second goal, the Network made an investment in the Rubicon Atlas curriculum mapping system. The purpose of this initiative was to ensure that each grade-level's scope and sequence was aligned with the Michigan Academic Standards and incorporated high yielding resources to provide to the teachers. Curriculum committees were established along with a strategic plan to complete the curriculum development process to be completed by year 2 in Rubicon Atlas. These two initiatives have provided the district and more particularly the elementary school with achievement gains.

Some other attributes include attracting, recruiting and retaining teachers through the Teacher Lattice Program and Merit Pay Programs. School leadership's engagement and commitment to the culturally responsive programming along with data wise training protocols have provided an excellent blend of monitoring and support plans for all staff.

The School has faced staffing challenges in a very competitive job market. Over the past 5 years, there has been significant stability of staff members and we attribute this success to our recruitment efforts and incentivized programs.

The School was a pilot school for several of our programs such as Imagine Learning, Phenomenal Science and SIOP instructional model. We have utilized benchmarking data and some data from our Action Research at this school to develop and enhance our programming at the other schools.

(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?

Caniff Liberty Academy is one of the Network's schools, established almost 10 years ago. It has similar demographics to Oakland International Academy but is also representative of many other ethnicities. At Caniff Liberty Academy, the EL population is only 57%, significantly lower compared to Oakland international Academy, but relatively higher compared to the state averages. One of the notable challenges include the inadequate

performance of the African American subgroup on the MSTEP in grades 4,5 and 6. For example, 5[th] grade African American subgroup was at 10% proficiency in ELA compared to their counterparts who achieved a proficiency of 27%.

Upon reviewing the legacy data and conducting the root cause analysis, the School identified that there is a positive correlation between chronic absenteeism and inadequate student performance. Chronic Absenteeism, as defined by the U.S. Department of Education includes students who miss ten percent or more of instructional days in a school year. The original application made an error in communicating the Chronic Absentee rate of Caniff Liberty Academy. For the 2020-21 school year, Caniff Liberty Academy had a Chronic Absentee rate of 36%, down from 43.7% in the 2017-18 school year. The school's action plan to increasing family engagement has shown a positive result. In comparison, the chronic absentee rate of Metro Nashville Public Schools for the 2020-21 school year was 28.9%. The plan that Caniff Liberty implemented will continue to make positive strides in reducing the chronically absent rate among all students, but more specifically economically disadvantaged and English Learner students.

For the 2020-21 school years, Caniff Liberty Academy students who were economically disadvantaged had a chronic absentee rate of 37.% while students who were English Learners had a rate of 33.6%. In comparison, MNPS students who were economically disadvantaged had a chronically absent rate of 41.% for the 2020-21 school year and student who were English Learners were at a rate of 32.4%. our network schools combined have decreased chronic absenteeism by nine percentage points from 2017-2018 to 2020-21.

Using a progressive discipline plan along with Restorative Justice circles, the School will continue to address this subgroup's attendance problems in order to demonstrate positive growth. Here are some steps that the School is taking to address the problem:

Identification of chronically absent students.

- Initiation of family contact.
- Creation of action plans to ensure parent partnerships.
- Establishing increased parental involvement by the use of Class Dojo, emails and phone calls along with parent letters.
- Providing teachers with culturally appropriate training to ensure active student engagement and connections.
- Sustaining a positive learning environment through the Leader in Me Program.
- Working with local agencies to combat extreme cases of chronically absent students.
- Using PBIS awards and incentives to promote better attendance rates.
- Celebrating students' achievement and embracing a growth-mindset.

The School will track attendance rates and is committed to reducing chronic absenteeism by 25% this year and by 50% in year 2. Future goals include reducing absenteeism incrementally through action planning and strategic vision. Ultimately, the School will reduce chronic absenteeism from 60% to 25% or below in the next 2-3 years. The Academy believes that through stronger parent partnerships and high yielding student engagement practices the attendance rate will increase. In essence, when students attend classes they are more likely to attain the skills necessary to be more successful in the classroom and on state mandated tests.

(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.

The most recent evaluation report received from Saginaw Valley State University (authorizer of Oakland International Academy) has been included in Attachment R.

(h) For all school 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 schools(s); and (b) the most recent internal financial statements, including balance sheets and income statements.

Not applicable. The Network has no schools operating in the state of Tennessee.

(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.

The Network has never had a contract terminated for a material breach.

There have been no terminations of contracts within the past eight years of Network operations. In fact, the current schools serviced by the Network have each been a part of the Network for at least seven years. The following table demonstrates the longevity of Network contracts and the status of EMAN as a quality operator:

Public School Academy	Length of Contract with EMAN
Caniff Liberty Academy	10 years
Eagle's Nest Academy	7 years
Escuela Avancemos	10 years
Oakland International Academy	19 years
White Pine Academy	9 years

Two schools chose to move on to other educational service providers at the end of their contract term. EMAN assisted with the transition process as required by the Service Agreement.

Hamilton Academy was founded by the Network in 2011 and authorized by Detroit Public Schools (now Detroit Public Schools Community District. In 2014, the Board of Directors of Hamilton Academy took action to terminate the management agreement with EMAN earlier than scheduled and entered into an agreement with a newly formed management company (founded by employees of EMAN who left the company). Arbitration was sought by EMAN and EMAN was compensated by the Academy for the full amount that would have been due had the contract not been terminated early. The Academy's charter contract was not renewed by DPSCD in 2019 and the school reverted back to the district and now operates as a district elementary/middle school. DPSCD currently only authorizes one charter school (Pathways Academy) established for pregnant teens. EMAN provides consulting services to this school.

Wolverine Academy was established in 2012 as a strict discipline academy for adjudicated students. EMAN was the initial educational service provider under authorization with Saginaw Valley State University. The Academy Board of Directors acted to contract with a different organization (one providing employment services only) in 2014 and the school was subsequently closed the same year.

Academy of Waterford was founded in 2002 by the Leona Group and authorized by Bay Mills Community College. EMAN was asked to step in as the educational service provider in 2014. The Board of Directors acted to close the school in 2018 due to ongoing facility issues that could not be resolved (an aging building owned by the Leona Group). EMAN successfully assisted the Board of Directors with the dissolution process, ensuring that all creditors were paid in full, funds were appropriately transferred to the State, and records were maintained as needed.

(j) List any and all charter revocations, non-renewal, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.

The Network has never had a charter revoked, not renewed, shortened, or withdrawn.

(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 were resolved.

There have never been any performance deficiencies or compliance violations that have led to formal authorizer intervention.

(l) 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 the arbitration or litigation.

Arbitration proceedings were held between EMAN and Hamilton Academy as noted in the response to (i). The arbitration results were in favor of EMAN and EMAN was fully compensated for the contract that was deemed to be terminated prematurely and without cause.

Saber STEM Academy
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Saber STEM Academy
Lead Sponsor Name	Salman Community Services
Lead Sponsor E-mail Address	lorilyn@emaninc.com
Lead Sponsor Phone Number	248-327-7673
CMO/EMO Affiliation	Salman Community Services

Proposed Authorizer	Metro Nashville Public Schools
Proposed Opening Grade Level(s)	K-5
Proposed Final Grade Level(s)	K-8
Proposed First Year of Operations	2023-24

	Year 1	Year 2	Year 3	Year 4	Year 5
Anticipated Enrollment	154	198	242	286	308

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

Saber STEM Academy
New Charter School Application Budget Template
Student Assumptions

	Enrollment Assumptions				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2023-24	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	44	44	44	44	44
1st Grade	22	44	44	44	44
2nd Grade	22	22	44	44	44
3rd Grade	22	22	22	44	44
4th Grade	22	22	22	22	44
5th Grade	22	22	22	22	22
6th Grade	0	22	22	22	22
7th Grade	0	0	22	22	22
8th Grade	0	0	0	22	22
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total Enrollment (excluding Pre-Kindergarten)	**154**	**198**	**242**	**286**	**308**
Change in Net Enrollment	**154**	**44**	**44**	**44**	**22**

	# of Classes By Grade				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	2	2	2	2	2
1st Grade	1	2	2	2	2
2nd Grade	1	1	2	2	2
3rd Grade	1	1	1	2	2
4th Grade	1	1	1	1	2
5th Grade	1	1	1	1	1
6th Grade	0	1	1	1	1
7th Grade	0	0	1	1	1
8th Grade	0	0	0	1	1
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	**7**	**9**	**11**	**13**	**14**
Change in Net # of Classes	**7**	**2**	**2**	**2**	**1**

Saber STEM Academy
New Charter School Application Budget Template
Student Assumptions

	Other Key Assumptions Enter Estimated Percentages				
SPED %	12%	12%	12%	12%	12%
SPED Count	18	24	29	34	37
ELL %	65%	65%	65%	65%	65%
ELL Count	100	129	157	186	200
Anticipated Paid %	55%	55%	55%	55%	55%
Anticipated Reduced %	5%	5%	5%	5%	5%
Anticipated Free %	40%	40%	40%	40%	40%
Anticipated Paid Count	84	109	133	158	170
Anticipated Reduced Count	8	10	12	14	15
Anticipated Free Count	62	79	97	114	123
Total Free and Reduced Count	70	89	109	128	138
School Days	180	180	180	180	180
Attendance Rate	95%	95%	95%	95%	95%

Saber STEM Academy
New Charter School Application Budget Template
Pre-Opening Budget

Revenue Assumptions			
	Year 0		
	2022-23		
Federal Revenues	**Rate/Assumption**	**Amount**	**Assumption Notes**
CSP Startup Grant	$0	-	Developers will apply for the CSP startup grant either through Tennessee if available or directly through the US Department of Education. Funds are not assured.
Fundraising & Philanthropy			**Detail any private funding sources**
EMAN Loan	$350,000	$350,000	No interest loan to be repaid subsequent to receipt of per pupil funding
Other		$0	
Other		$0	
Other		$0	
Other		$0	
Total Revenues		350,000	

Additional Space to Provide Fundraising Details

Compensation Assumptions			
	Year 0		
	2022-23		
Administrative Staff	**FTE Count**		**Assumption Notes**
Principal/School Leader	0.50	$36,774	A principal will be hired on a part-time basis beginning in January 2023 to facilitate student and staff recruitment leading up to the launch of the school.
Assistant Principal	0.00	$0	Not applicable
Special Education Coordinator	0.00	$0	Service provided by Salman Community Services
Deans, Directors	0.00	$0	Not hired pre-opening
Other (Specify in Assumptions)	0.00	$0	Not applicable
Total Administrative Compensation	0.50	36,774	
Instructional Staff			
Teachers	0.00	$0	Teachers will not be hired until Year 1
Special Education Teachers	0.00	$0	Teachers will not be hired until Year 1
Educaational Assistants/Aides	0.00	$0	Teachers and paraprofessionals will not be hired until Year 1
Elective Teachers	0.00	$0	Teachers will not be hired until Year 1
Other (Specify in Assumptions)	0.00	$0	
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.50	$0	Not hired pre-opening
Custodial Staff	0.00	$0	Not hired pre-opening
Operations	0.00	$0	Not hired pre-opening
Social Workers/Counseling	0.00	$0	Not hired pre-opening
Other (Specify in Assumptions)	0.00	$0	Not hired pre-opening
Total Non-Instructional Compensation	0.50	-	
Bonus		-	None in pre-opening
Other Non FTE Compensation		17,500	Stipends for seven teachers to participate in early professional development prior to the launch of the school.
Other Non FTE Compensation		35,000	Program and curriculum development
Other Non FTE Compensation		-	
Total FTE Count	1.00		
Total Compensation		89,274	

Employer Benefits & Tax Assumptions			
	Year 0		
	2022-23		

Saber STEM Academy
New Charter School Application Budget Template
Pre-Opening Budget

	Base Assumption		Assumption Notes
Social Security	6.20%	$5,535	
Medicare	1.45%	$1,294	
State Unemployment	$400 per employee	$400	
Disability/Life Insurance	0.00%	$0	
Workers Compensation Insurance	3.00%	$1,103	
Other Fringe Benefits	0.00%	$0	
Medical Insurance	$10,080 per employee	$10,080	
Dental Insurance	$0	$0	
Vision Insurance	$0	$0	
Other Retirement	0.00%	$0	
Total Employer Benefits & Taxes		18,413	

Operating Expenses

	Year 0
	2022-23

Contracted Services			Assumption Notes
Professional Development	$5,000 per session	$20,000	4 Intial training workshopsfor teachers on SIOP and STEM Programming
Financial Services	$0	$0	Accounting software from Pontem at
Audit Services	$0	$0	Audit not required until completion of Year 1
Legal Fees	$5,000 retainer fee	$5,000	Flat fee retainer to G. Meihn for contract review and other legal services.
Copier Lease and Usage	$1,000 per month	$8,000	One copier/printer for the main office - January to August 2023
Internet and Phone Service	$0	$0	Landline to be installed in Year 1. Internet service to be applied for through E-Rate services.
Cell Phone Service	$250 per month	$1,750	During pre-operational phase, a cell phone will be used for academy communications
Payroll Services	$0	$0	To be provided by Salman Community Services
Health Services	$0	$0	None needed in Pre-Opening Phase
Transportation	$0	$0	None needed in Pre-Opening Phase
IT Services	3000 BD, 17000 PS	$25,000	Annual Board Docs License, other IT services to be provided for developing website, IT infrastructure to be included in E-Rate, Powerschool license
Contracted SPED Services	$0	$0	None needed in Pre-Opening Phase
Insurance	$1600 per month	$12,800	Limited insurance required in pre-opening phase due to limited employees and no students
Postal Charges	$50 per monht	$400	Postage for requesting student records, mailers to prospective families
Bank Charges	$15 per month	$120	

Supplies & Materials			
Textbooks and Instructional Supplies	$0	$0	None needed in Pre-Opening Phase, samples will be obtained from publishers
Education Software	$6,500	$0	License for Rubicon Atlas
Student Supplies	$0	$0	None needed in Pre-Opening Phase
Faculty Supplies	$0	$0	None needed in Pre-Opening Phase
Library Books	$0	$0	None needed in Pre-Opening Phase
Testing & Evaluation	$0	$0	None needed in Pre-Opening Phase
Student Laptops	$0	$0	None needed in Pre-Opening Phase
Faculty Laptops	$2500 each	$20,000	Purchase of 8 laptops for teachers who will be hired in Year 1
Office Supplies	$0	$3,000	Miscellaneous office supplies to includefile folders, hanging files, pens, correction fluid, staples, staplers, tape, dispenser, jump drives, paper clips, etc.
Printing Paper	$25 per case	$2,500	10 cases of printing paper
Marketing Materials	$10,000	$10,000	Print media - flyers,brochures, post cards, banners
Student Uniforms	$0	$0	None needed in Pre-Opening Phase
Gifts & Awards - Students	$0	$0	None needed in Pre-Opening Phase
Gifts & Awards - Teachers and Staff	$0	$0	None needed in Pre-Opening Phase
Health Supplies	$0	$0	None needed in Pre-Opening Phase

Facility Related Expenses			
Rent	$6,000 per month	$42,000	Rent for office space from December 2022 to June 2023.
Utilities	$0	$0	Included in rent
Custodial	$200 a week	$6,300	Weekly cleaning per contract of administrative office
Waste	$100 a month	$700	Limited service - no food service, no students
Faculty Furniture	$750 per classroom	$6,750	8 classrooms plus special education
Student Furniture	$5000 per classroom	$45,000	8 classrooms plus special education
Internet/Network Equipment	$3,000	$3,000	Office computer, monitor, camera, speaker system, microphone
Other Equipment	$5,000	$5,000	Office equipment to include desk, chair, shelving, file cabinets
Building Decorum	$0	$4,000	Now Enrolling banners and Opening Soon signage
Tenant Improvements	$0	$0	None needed in Pre-Opening Phase
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Other Charges

Staff Recruitment	$0	$5,000	Job postings on Indeed
Student Recruitment & Community Engagement	$0	$10,000	Radio, Billboards
Parent & Staff Meetings	$0	$0	None needed in Pre-Opening Phase
Authorizer Fee	$0	$0	None needed in Pre-Opening Phase
Other	$0	$0	

Debt Service

Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Total Operating Expenses	236,320
Total Expenses	344,007

Saber STEM Academy
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP
Beginning Cash	-	-	1,790	1,780	1,180	2,380	5,030	3,430	2,097	967	2,336	2,506	1,375		
Revenues															
Federal Revenues	-	-			-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	350,000	5,000	-	-	10,000	20,000	15,000	30,000	30,000	32,500	37,500	50,000	120,000	350,000	-
Total Revenues	350,000	5,000	-	-	10,000	20,000	15,000	30,000	30,000	32,500	37,500	50,000	120,000	350,000	-
Expenses															
Staffing	89,274	-	-	-	-	5,000	5,000	11,129	11,129	11,129	11,129	11,129	23,629	89,274	-
Employer Benefits & Taxes	18,413	-	-	-	-	-	-	3,069	3,068	3,069	3,068	3,069	3,069	18,412	1
Contracted Services	73,070	3,210	10	50	8,250	3,175	3,425	7,960	4,758	4,758	7,958	4,758	24,758	73,070	-
Supplies & Materials	35,500	-	-	550	550	550	550	550	2,550	2,550	2,550	22,550	2,550	35,500	-
Facility-Related Expenses	112,750	-	-	-	-	8,000	7,000	8,000	7,000	7,000	10,000	7,000	58,750	112,750	-
Other Charges	15,000	-	-	-	-	625	625	625	2,625	2,625	2,625	2,625	2,625	15,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	344,007	3,210	10	600	8,800	17,350	16,600	31,333	31,130	31,131	37,330	51,131	115,381	344,006	1
Operating Income (Loss)	5,993	1,790	(10)	(600)	1,200	2,650	(1,600)	(1,333)	(1,130)	1,369	170	(1,131)	4,619	5,994	(1)
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		1,790	1,780	1,180	2,380	5,030	3,430	2,097	967	2,336	2,506	1,375	5,994		

Details of Cash Flow

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Revenues																
Federal Revenues																
CSP Startup Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising & Philanthropy																
EMAN Loan	350,000	$5,000	$0	$0	$10,000	$20,000	$15,000	$30,000	$30,000	$32,500	$37,500	$50,000	$120,000	350,000	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Revenues	350,000	5,000	-	-	10,000	20,000	15,000	30,000	30,000	32,500	37,500	50,000	120,000	350,000	-	

Compensation

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Compensation																
Principal/School Leader	36,774	$0	$0	$0	$0	$0	$0	$6,129	$6,129	$6,129	$6,129	$6,129	$6,129	36,774	-	
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	36,774	-	-	-	-	-	-	6,129	6,129	6,129	6,129	6,129	6,129	36,774	-	
Instructional Staff																
Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Educaational Assistants/Aides	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Elective Teachers	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Instructional Staff																
Clerical Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Custodial Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Non-Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Bonus	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Non FTE Compensation	17,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$17,500	17,500	-	
Other Non FTE Compensation	35,000	$0	$0	$0	$0	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$0	35,000	-	
Other Non FTE Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	89,274	-	-	-	-	5,000	5,000	11,129	11,129	11,129	11,129	11,129	23,629	89,274	-	

Employer Benefits & Taxes

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Social Security	5,535	$0	$0	$0	$0	$0	$0	$922	$923	$922	$923	$922	$923	5,535	(0)	
Medicare	1,294	$0	$0	$0	$0	$0	$0	$216	$215	$216	$215	$216	$216	1,294	0	
State Unemployment	400	$0	$0	$0	$0	$0	$0	$67	$66	$67	$66	$67	$67	400	-	
Disability/Life Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Workers Compensation Insurance	1,103	$0	$0	$0	$0	$0	$0	$184	$184	$184	$184	$184	$183	1,103	0	
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	10,080	$0	$0	$0	$0	$0	$0	$1,680	$1,680	$1,680	$1,680	$1,680	$1,680	10,080	-	
Dental Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	**18,413**	-	-	-	-	-	-	3,069	3,068	3,069	3,068	3,069	3,069	18,412	1	

Operating Expenses

	Year 0 2022-23 Total Budget	Year 0 2022-23 July	Year 0 2022-23 August	Year 0 2022-23 September	Year 0 2022-23 October	Year 0 2022-23 November	Year 0 2022-23 December	Year 0 2022-23 January	Year 0 2022-23 February	Year 0 2022-23 March	Year 0 2022-23 April	Year 0 2022-23 May	Year 0 2022-23 June	Year 0 2022-23 Total	Year 0 2022-23 AR/AP	Assumption Notes
Contracted Services																
Professional Development	20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$20,000	20,000	-	Professional Development
Financial Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Financial Services
Audit Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Audit Services
Legal Fees	5,000	$0	$0	$0	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	5,000	-	Legal Fees
Copier Lease and Usage	8,000	$0	$0	$0	$0	$0	$0	$1,335	$1,333	$1,333	$1,333	$1,333	$1,333	8,000	-	Copier Lease and Usage
Internet and Phone Service	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Internet and Phone Service
Cell Phone Service	1,750	$0	$0	$0	$0	$0	$250	$250	$250	$250	$250	$250	$250	1,750	-	Cell Phone Service
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Payroll Services
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Services
Transportation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Transportation
IT Services	25,000	$0	$0	$0	$0	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	$3,125	25,000	-	IT Services
Contracted SPED Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Contracted SPED Services
Insurance	12,800	$3,200	$0	$0	$3,200	$0	$0	$3,200	$0	$0	$3,200	$0	$0	12,800	-	Insurance
Postal Charges	400	$0	$0	$40	$40	$40	$40	$40	$40	$40	$40	$40	$40	400	-	Postal Charges
Bank Charges	120	$10	$10	$10	$10	$10	$10	$10	$10	$10	$10	$10	$10	120	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Textbooks and Instructional Supplies
Education Software	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Education Software
Student Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Supplies
Faculty Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Faculty Supplies
Library Books	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Library Books
Testing & Evaluation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Testing & Evaluation
Student Laptops	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Laptops
Faculty Laptops	20,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$20,000	$0	20,000	-	Faculty Laptops
Office Supplies	3,000	$0	$0	$300	$300	$300	$300	$300	$300	$300	$300	$300	$300	3,000	-	Office Supplies
Printing Paper	2,500	$0	$0	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	2,500	-	Printing Paper
Marketing Materials	10,000	$0	$0	$0	$0	$0	$0	$0	$2,000	$2,000	$2,000	$2,000	$2,000	10,000	-	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Supplies
Facility Related Expenses																
Rent	42,000	$0	$0	$0	$0	$0	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	42,000	-	Rent
Utilities	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Utilities
Custodial	6,300	$0	$0	$0	$0	$0	$900	$900	$900	$900	$900	$900	$900	6,300	-	Custodial
Waste	700	$0	$0	$0	$0	$0	$100	$100	$100	$100	$100	$100	$100	700	-	Waste
Faculty Furniture	6,750	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$6,750	6,750	-	Faculty Furniture
Student Furniture	45,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$45,000	45,000	-	Student Furniture
Internet/Network Equipment	3,000	$0	$0	$0	$0	$3,000	$0	$0	$0	$0	$0	$0	$0	3,000	-	Internet/Network Equipment
Other Equipment	5,000	$0	$0	$0	$0	$5,000	$0	$0	$0	$0	$0	$0	$0	5,000	-	Other Equipment
Building Decorum	4,000	$0	$0	$0	$0	$0	$0	$1,000	$0	$0	$3,000	$0	$0	4,000	-	Building Decorum
Tenant Improvements	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Tenant Improvements
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	5,000	$0	$0	$0	$0	$625	$625	$625	$625	$625	$625	$625	$625	5,000	-	Staff Recruitment
Student Recruitment & Community Engagement	10,000	$0	$0	$0	$0	$0	$0	$0	$2,000	$2,000	$2,000	$2,000	$2,000	10,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Parent Meetings
Authorizer Fee	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Staff Meetings
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	**236,320**	3,210	10	600	8,800	12,350	11,600	17,135	16,933	16,933	23,133	36,933	88,683	236,320	-	
Total Expenses	**344,007**	3,210	10	600	8,800	17,350	16,600	31,333	31,130	31,131	37,330	51,131	115,381	344,006	1	

Saber STEM Academy
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	154	198	242	286	308
# of Classes	7	9	11	13	14
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	1.00	1.00	1.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Deans, Directors	1.00	1.00	1.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	2.00	2.00	3.00	3.00	3.00
Instructional Staff					
Teachers	7.00	9.00	10.00	12.00	14.00
Special Education Teachers	0.50	1.00	1.00	2.00	2.00
Eduacational Assistants/Aides	3.00	4.00	5.00	6.00	6.00
Elective Teachers	3.00	3.00	3.00	4.00	4.00
Other (Specify in Assumptions)	2.00	2.00	3.00	3.00	3.00
Total Instructional FTE	15.50	19.00	22.00	27.00	29.00
Non-Instructional Staff					
Clerical Staff	1.00	1.00	1.00	2.00	2.00
Custodial Staff	1.00	1.00	1.00	2.00	2.00
Operations		1.00	1.00	2.00	2.00
Social Workers/Counseling	0.50	0.50	0.50	1.00	1.00
Other (Specify in Assumptions)	0.50	0.50	0.50	2.00	2.00
Total Non-Instructional FTE	3.00	4.00	4.00	9.00	9.00
Total FTE	20.50	25.00	29.00	39.00	41.00

Compensation Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
	Annual Increase	0.00%	5.00%	5.00%	5.00%	5.00%	
	Cumulative Increase	100.00%	105.00%	110.25%	115.76%	121.55%	
Administrative Staff	**Base Assumption**						**Assumption Notes**
Principal/School Leader	$70,000	70,000	73,500	77,175	81,034	85,085	
Assistant Principal	$65,000	-	-	71,663	75,246	79,008	
Special Education Coordinator	$0	-	-	-	-	-	
Deans, Directors	$60,000	60,000	63,000	66,150	69,458	72,930	
Other (Specify in Assumptions)	$0	-	-	-	-	-	
Total Administrative Compensation		130,000	136,500	214,988	225,737	237,024	
Instructional Staff							
Teachers	$50,000	350,000	472,500	551,250	694,575	850,854	
Special Education Teachers	$55,000	27,500	57,750	60,638	127,339	133,706	
Eduacational Assistants/Aides	$32,000	96,000	134,400	176,400	222,264	233,377	
Elective Teachers	$55,000	165,000	173,250	181,913	254,678	267,411	
Other (Specify in Assumptions)	$58,000	116,000	121,800	191,835	201,427	211,498	EL Teacher, Foreign Lanuage Teacher
Total Instructional Compensation		754,500	959,700	1,162,035	1,500,282	1,696,847	
Non-Instructional Staff							
Clerical Staff	$36,000	36,000	37,800	39,690	83,349	87,516	
Custodial Staff	$30,000	30,000	31,500	33,075	69,458	72,930	
Operations	$30,000	-	31,500	33,075	69,458	72,930	
Social Workers/Counseling	$50,000	25,000	26,250	27,563	57,881	60,775	
Other (Specify in Assumptions)	$80,000	40,000	42,000	44,100	185,220	194,481	Speech and Language Therapist
Total Non-Instructional Compensation		131,000	169,050	177,503	465,365	488,634	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Other Compensation		-	-	-	-	-	
Total Compensation		1,015,500	1,265,250	1,554,525	2,191,384	2,422,504	

Employer Benefits & Tax Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
	Base Assumption						**Assumption Notes**
Social Security	6.20%	$62,961	$78,446	$96,381	$135,866	$150,195	
Medicare	1.45%	$14,725	$18,346	$22,541	$31,775	$35,126	
State Unemployment	$400 per employee	$8,200	$10,000	$11,600	$15,600	$150,195	
Disability/Life Insurance	0.00%	$62,961	$78,446	$96,381	$135,866	$16,400	
Workers Compensation Insurance	2.00%	$20,310	$25,305	$31,091	$43,828	$48,450	
Other Fringe Benefits	0.00%						
	Health Insurance Annual Increase	1.00%	2.00%	3.00%	4.00%	5.00%	
	Cumulative Increase	101.00%	103.02%	106.11%	110.36%	115.87%	
Medical Insurance	10080 per employee	$128,000	$140,960	$181,200	$241,600	$241,600	
Dental Insurance	$1,200	$12,000	$14,000	$18,000	$23,400	$25,000	
Vision Insurance	$0	$0	$0	$0	$0	$0	
TCRS Certified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Certified Hybrid	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Legacy	0.00%	$0	$0	$0	$0	$0	
TCRS Classified Hybrid	0.00%	$0	$0	$0	$0	$0	
Other Classified Retirement	0.00%	$0	$0	$0	$0	$0	
Other Retirement	0.00%	$0	$0	$0	$0	$0	

Saber STEM Academy
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions			

		Year 1	
		2023-24	
Annual Revenue Increase		0.00%	
Cumultative Increase		100.00%	

State Revenues	Rate/Assumption		Assumption Notes
Basic Education Program	$14,887	$2,292,598	
BEP Transportation Component	$486	$74,844	
BEP Capital Outlay	$0	$0	
Other	$0	$0	
Other	$0	$0	

Federal Revenues			
	$0	$0	
Title I	$700	$49,000	
Title II	$75	$5,250	
Title III	$75	$7,500	
NSLP	$110,000	$110,000	
E-Rate	$50,000	$50,000	
CSP Startup Grant	$0	$0	Will apply for the facilities grant in May 2023. Will apply for Charter School Growth Fund.
Other	$0	$0	
Other	$0	$0	

School Activity Revenues			
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Fundraising & Philanthropy			
EMAN Loan	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Total Revenues		2,589,192	

Compensation			

| | | Year 1 | |
| | | 2023-24 | |

Administrative Staff	FTE Count		Assumption Notes
Principal/School Leader	1.00	70,000	
Assistant Principal	0.00	-	

Special Education Coordinator	0.00	-	
Deans, Directors	1.00	60,000	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	**2.00**	130,000	

Instructional Staff

Teachers	7.00	350,000	
Special Education Teachers	0.50	27,500	
Educactional Assistants/Aides	3.00	96,000	
Elective Teachers	3.00	165,000	
Other (Specify in Assumptions)	2.00	116,000	
Total Instructional Compensation	**15.50**	754,500	

Non-Instructional Staff

Clerical Staff	1.00	36,000	
Custodial Staff	1.00	30,000	
Operations	0.00	-	
Social Workers/Counseling	0.50	25,000	
Other (Specify in Assumptions)	0.50	40,000	
Total Non-Instructional Compensation	**3.00**	131,000	

Other Compensation	-	
Other Compensation	-	
Other Compensation	-	
Other Compensation	-	

Total Compensation	**1,015,500**	

Employer Benefits & Taxes

	Year 1	
	2023-24	

		Assumption Notes
Social Security	62,961	
Medicare	14,725	
State Unemployment	8,200	
Disability/Life Insurance	62,961	
Workers Compensation Insurance	20,310	
Other Fringe Benefits	-	
Medical Insurance	128,000	
Dental Insurance	12,000	
Vision Insurance	-	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	

Total Employer Benefits & Taxes	**309,157**	

Saber STEM Academy
New Charter School Application Budget Template
Year 1 Budget

	Operating Expenses	
	Year 1	
	2023-24	

Contracted Services | | | **Assumption Notes**
Professional Development	$0	$30,000	
Financial Services	$0	$0	Included in CMO fees
Audit Services	$0	$0	No audit fees charged to year 1. Begin in year 2.
Legal Fees	$0	$5,000	
Copier Lease and Usage	$0	$11,500	
Internet and Phone Service	$0	$6,500	
Cell Phone Service	$0	$3,000	
Payroll Services	$0	$0	Included in CMO fees
Health Services	$0	$0	
Transportation	$0	$40,500	
IT Services	$0	$22,500	
Contracted SPED Services	$0	$25,000	
Insurance	$0	$18,000	
Postal Charges	$0	$750	
Bank Charges	$0	$500	

Supplies & Materials

Textbooks and Instructional Supplies	$0	$50,000	
Education Software	$0	$25,000	
Student Supplies	$0	$7,700	
Faculty Supplies	$0	$4,500	
Library Books	$0	$0	
Testing & Evaluation	$0	$1,200	
Student Laptops	$0	$30,800	
Faculty Laptops	$0	$2,000	Laptops were purchased in pre-operation
Office Supplies	$0	$5,000	
Printing Paper	$0	$5,000	
Marketing Materials	$0	$2,500	
Student Uniforms	$0	$0	
Gifts & Awards - Students	$0	$0	
Gifts & Awards - Teachers and Staff	$0	$0	
Health Supplies	$0	$0	

Facility Related Expenses

Rent	$0	$206,334	9% of per pupil revenue
Utilities	$0	$24,000	
Custodial	$0	$20,000	
Waste	$0	$5,200	
Faculty Furniture	$0	$7,000	
Student Furniture	$0	$10,500	
Internet/Network Equipment	$0	$12,000	
Other Equipment	$0	$0	
Building Decorum	$0	$0	
Tenant Improvements	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Saber STEM Academy
New Charter School Application Budget Template
Year 1 Budget

Other Charges

Staff Recruitment	$0	$15,000	
Student Recruitment & Community Engagement	$0	$15,000	
Parent & Staff Meetings	$0	$2,400	
Authorizer Fee	$0	$46,375	3%
Business Support Services	$0	$258,919	10% of Revenues

Debt Service

Other	$0	$50,000	Repayment of startup funding advanced by CMO
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	
Other	$0	$0	

Total Operating Expenses	969,678
Total Expenses	2,294,335

Cash Flow Summary

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	5,994	5,994	30,565	55,137	79,708	104,280	128,851	153,423	177,994	202,565	227,137	251,708	276,280		
Revenues															
State Revenues	2,367,442	197,287	197,287	197,287	197,287	197,287	197,287	197,287	197,287	197,287	197,287	197,287	197,287	2,367,442	-
Federal Revenues	221,750	18,479	18,479	18,479	18,479	18,479	18,479	18,479	18,479	18,479	18,479	18,479	18,479	221,750	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	2,589,192	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	2,589,192	-
Expenses															
Staffing	1,015,500	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	1,015,500	-
Employer Benefits & Taxes	309,157	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	309,157	-
Contracted Services	163,250	13,604	13,604	13,604	13,604	13,604	13,604	13,604	13,604	13,604	13,604	13,604	13,604	163,250	-
Supplies & Materials	133,700	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	11,142	133,700	-
Facility-Related Expenses	285,034	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	23,753	285,034	-
Other Charges	337,694	28,141	28,141	28,141	28,141	28,141	28,141	28,141	28,141	28,141	28,141	28,141	28,141	337,694	-
Debt Service	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-
Total Expenses	2,294,335	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	2,294,335	-
Operating Income (Loss)	294,857	24,571	24,571	24,571	24,571	24,571	24,571	24,571	24,571	24,571	24,571	24,571	24,571	294,857	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-		
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-		
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash		30,565	55,137	79,708	104,280	128,851	153,423	177,994	202,565	227,137	251,708	276,280	300,851		

Details of Cash Flow

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Assumption Notes

State Revenues

Assumption Notes

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Basic Education Program	2,292,598	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	$191,050	2,292,598	-	
BEP Transportation Component	74,844	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	$6,237	74,844	-	
BEP Capital Outlay	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

Federal Revenues

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Title I	49,000	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	$4,083	49,000	-	
Title II	5,250	$438	$438	$438	$438	$438	$438	$438	$438	$438	$438	$438	$438	5,250	-	
Title III	7,500	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	$625	7,500	-	
NSLP	110,000	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	$9,167	110,000	-	
E-Rate	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	
CSP Startup Grant	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

School Activity Revenues

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

Fundraising & Philanthropy

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
EMAN Loan	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	

																	Assumption Notes
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-		
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-		
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-		
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-		
Total Revenues	2,589,192	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	215,766	2,589,192	-		

Compensation

| | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | |
| | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | |
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Compensation																Assumption Notes
Principal/School Leader	70,000	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	$5,833	70,000	-	
Assistant Principal	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Special Education Coordinator	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Deans, Directors	60,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	60,000	-	
Other (Specify in Assumptions)	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Administrative Compensation	130,000	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000	-	
Instructional Staff																
Teachers	350,000	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	$29,167	350,000	-	
Special Education Teachers	27,500	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	$2,292	27,500	-	
Educational Assistants/Aides	96,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	96,000	-	
Elective Teachers	165,000	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	$13,750	165,000	-	
Other (Specify in Assumptions)	116,000	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	116,000	-	
Total Instructional Compensation	754,500	62,875	62,875	62,875	62,875	62,875	62,875	62,875	62,875	62,875	62,875	62,875	62,875	754,500	-	
Non-Instructional Staff																
Clerical Staff	36,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	36,000	-	
Custodial Staff	30,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	30,000	-	
Operations	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Social Workers/Counseling	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	
Other (Specify in Assumptions)	40,000	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	40,000	-	
Total Non-Instructional Compensation	131,000	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	131,000	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Compensation	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Compensation	1,015,500	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	84,625	1,015,500	-	

Employer Benefits & Taxes

| | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | |
| | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | 2023-24 | |
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	Assumption Notes
Social Security	62,961	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	62,961	-	
Medicare	14,725	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	$1,227	14,725	-	
State Unemployment	8,200	$683	$683	$683	$683	$683	$683	$683	$683	$683	$683	$683	$683	8,200	-	
Disability/Life Insurance	62,961	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	$5,247	62,961	-	
Workers Compensation Insurance	20,310	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	$1,693	20,310	-	
Other Fringe Benefits	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Medical Insurance	128,000	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	$10,667	128,000	-	
Dental Insurance	12,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	12,000	-	
Vision Insurance	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Certified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Certified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Classified Legacy	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
TCRS Classified Hybrid	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Classified Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Other Retirement	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	
Total Employer Benefits & Taxes	309,157	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	25,763	309,157	-	

Operating Expenses

Saber STEM Academy
New Charter School Application Budget Template
Year 1 Cash Flow

	Year 1 2023-24 Total Budget	Year 1 2023-24 July	Year 1 2023-24 August	Year 1 2023-24 September	Year 1 2023-24 October	Year 1 2023-24 November	Year 1 2023-24 December	Year 1 2023-24 January	Year 1 2023-24 February	Year 1 2023-24 March	Year 1 2023-24 April	Year 1 2023-24 May	Year 1 2023-24 June	Year 1 2023-24 Total	Year 1 2023-24 AR/AP	Assumption Notes
Contracted Services																
Professional Development	30,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	30,000	-	Professional Development
Financial Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Financial Services
Audit Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Audit Services
Legal Fees	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Legal Fees
Copier Lease and Usage	11,500	$958	$958	$958	$958	$958	$958	$958	$958	$958	$958	$958	$958	11,500	-	Copier Lease and Usage
Internet and Phone Service	6,500	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	6,500	-	Internet and Phone Service
Cell Phone Service	3,000	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	3,000	-	Cell Phone Service
Payroll Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Payroll Services
Health Services	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Services
Transportation	40,500	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	$3,375	40,500	-	Transportation
IT Services	22,500	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	$1,875	22,500	-	IT Services
Contracted SPED Services	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Contracted SPED Services
Insurance	18,000	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	18,000	-	Insurance
Postal Charges	750	$63	$63	$63	$63	$63	$63	$63	$63	$63	$63	$63	$63	750	-	Postal Charges
Bank Charges	500	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	$42	500	-	Bank Charges
Supplies & Materials																
Textbooks and Instructional Supplies	50,000	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	50,000	-	Textbooks and Instructional Supplies
Education Software	25,000	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	25,000	-	Education Software
Student Supplies	7,700	$642	$642	$642	$642	$642	$642	$642	$642	$642	$642	$642	$642	7,700	-	Student Supplies
Faculty Supplies	4,500	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	$375	4,500	-	Faculty Supplies
Library Books	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Library Books
Testing & Evaluation	1,200	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	1,200	-	Testing & Evaluation
Student Laptops	30,800	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	$2,567	30,800	-	Student Laptops
Faculty Laptops	2,000	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	$167	2,000	-	Faculty Laptops
Office Supplies	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Office Supplies
Printing Paper	5,000	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	5,000	-	Printing Paper
Marketing Materials	2,500	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	2,500	-	Marketing Materials
Student Uniforms	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Student Uniforms
Gifts & Awards - Students	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Health Supplies
Facility Related Expenses																
Rent	206,334	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	$17,194	206,334	-	Rent
Utilities	24,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	24,000	-	Utilities
Custodial	20,000	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	20,000	-	Custodial
Waste	5,200	$433	$433	$433	$433	$433	$433	$433	$433	$433	$433	$433	$433	5,200	-	Waste
Faculty Furniture	7,000	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	$583	7,000	-	Faculty Furniture
Student Furniture	10,500	$875	$875	$875	$875	$875	$875	$875	$875	$875	$875	$875	$875	10,500	-	Student Furniture
Internet/Network Equipment	12,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	12,000	-	Internet/Network Equipment
Other Equipment	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other Equipment
Building Decorum	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Building Decorum
Tenant Improvements	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Tenant Improvements
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other	-	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	-	-	Other
Other Charges																
Staff Recruitment	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Staff Recruitment
Student Recruitment & Community En	15,000	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	15,000	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	2,400	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	2,400	-	Parent Meetings
Authorizer Fee	46,375	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	$3,865	46,375	-	Staff Meetings
Business Support Services	258,919	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	$21,577	258,919	-	Other
Debt Service																
Other	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	969,678	80,807	80,807	80,807	80,807	80,807	80,807	80,807	80,807	80,807	80,807	80,807	80,807	969,678	-	
Total Expenses	2,294,335	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	191,195	2,294,335	-	

Revenue Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Revenue Increase	0.00%	28.00%	22.00%	18.00%	7.69%
Cumultative Increase	100.00%	128.00%	156.16%	184.27%	198.44%

State Revenues	Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
Basic Education Program	$0	2,292,598	$2,934,525	$3,580,121	$4,224,543	$4,549,410	
BEP Transportation Component	$0	74,844	$95,800	$116,876	$137,914	$148,520	
BEP Capital Outlay	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Federal Revenues							
Title I	$0	49,000	$62,720	$59,780	$57,820	$52,768	
Title II	$0	5,250	$6,720	$6,405	$6,195	$5,654	
Title III	$0	7,500	$9,600	$9,150	$8,850	$8,077	
NSLP	$0	110,000	$140,800	$134,200	$129,800	$118,459	
E-Rate	$0	50,000	$64,000	$61,000	$59,000	$53,845	
CSP Startup Grant	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
School Activity Revenues							
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
		-					
Fundraising & Philanthropy		-					
EMAN Loan	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Other	$0	-	$0	$0	$0	$0	
Total Revenues		2,589,192	3,314,166	3,967,532	4,624,122	4,936,732	

Compensation					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023-24	2024-25	2025-26	2026-27	2027-28

Administrative Staff	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
Principal/School Leader	70,000	73,500	77,175	81,034	85,085	
Assistant Principal	-	-	71,663	75,246	79,008	
Special Education Coordinator	-	-	-	-	-	
Deans, Directors	60,000	63,000	66,150	69,458	72,930	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	**130,000**	136,500	214,988	225,737	237,024	
		-				
Instructional Staff						
Teachers	350,000	472,500	551,250	694,575	850,854	
Special Education Teachers	27,500	57,750	60,638	127,339	133,706	
Eduacational Assistants/Aides	96,000	134,400	176,400	222,264	233,377	
Elective Teachers	165,000	173,250	181,913	254,678	267,411	
Other (Specify in Assumptions)	116,000	121,800	191,835	201,427	211,498	
Total Instructional Compensation	**754,500**	959,700	1,162,035	1,500,282	1,696,847	
Non-Instructional Staff						
Clerical Staff	36,000	37,800	39,690	83,349	87,516	

						Assumption Notes
Custodial Staff	30,000	31,500	33,075	69,458	72,930	
Operations	-	31,500	33,075	69,458	72,930	
Social Workers/Counseling	25,000	26,250	27,563	57,881	60,775	
Other (Specify in Assumptions)	40,000	42,000	44,100	185,220	194,481	
Total Non-Instructional Compensation	**131,000**	**169,050**	**177,503**	**465,365**	**488,634**	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	**1,015,500**	**1,265,250**	**1,554,525**	**2,191,384**	**2,422,504**	

Employer Benefits & Taxes

	Year 1	Year 2	Year 3	Year 4	Year 5	
	2023-24	2024-25	2025-26	2026-27	2027-28	
						Assumption Notes
Social Security	62,961	78,446	96,381	135,866	150,195	
Medicare	14,725	18,346	22,541	31,775	35,126	
State Unemployment	8,200	10,000	11,600	15,600	150,195	
Disability/Life Insurance	62,961	78,446	96,381	135,866	16,400	
Workers Compensation Insurance	20,310	25,305	31,091	43,828	48,450	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	128,000	140,960	181,200	241,600	241,600	
Dental Insurance	12,000	12,240	12,607	13,111	13,767	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	**309,157**	**363,742**	**451,799**	**617,646**	**655,734**	

Operating Expenses

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
	Annual Expense Increase	0.00%	1.00%	2.00%	2.00%	3.00%	
	Cumultative Increase	100.00%	101.00%	103.02%	105.08%	108.23%	
Contracted Services							**Assumption Notes**
Professional Development	$0	30,000	$30,300	$30,600	$30,900	$31,827	
Financial Services	$0	-	$0	$0	$0	$0	
Audit Services	$0	-	$9,000	$10,000	$12,500	$14,000	
Legal Fees	$0	5,000	$5,000	$7,500	$8,000	$8,500	
Copier Lease and Usage	$0	11,500	$15,000	$15,300	$15,606	$16,074	
Internet and Phone Service	$0	6,500	$6,565	$6,696	$6,830	$7,035	
Cell Phone Service	$0	3,000					
Payroll Services	$0	-					
Health Services	$0	-					
Transportation	$0	40,500	$40,905	$41,723	$42,558	$81,000	
IT Services	$0	22,500	$18,000	$18,360	$18,727	$19,289	
Contracted SPED Services	$0	25,000	$25,000	$30,000	$35,000	$40,000	
Insurance	$0	18,000	$18,500	$20,000	$22,000	$24,000	
Postal Charges	$0	750	$800	$850	$900	$950	
Bank Charges	$0	500	$505	$515	$525	$541	
Supplies & Materials							
Textbooks and Instructional Supplies	$0	50,000	$40,000	$25,000	$25,000	$25,750	
Education Software	$0	25,000	$25,000	$12,000	$15,000	$15,000	
Student Supplies	$0	7,700	$7,777	$7,933	$7,700	$7,700	
Faculty Supplies	$0	4,500	$4,500	$4,590	$5,000	$5,500	
Library Books	$0	-	$20,000	$15,000			

Testing & Evaluation	$0	1,200	$1,212	$1,236	$1,200	$1,200
Student Laptops	$0	30,800	$10,000	$10,200	$10,500	$10,500
Faculty Laptops	$0	2,000	$2,020	$2,060	$2,000	$2,000
Office Supplies	$0	5,000	$5,050	$5,151	$5,000	$5,000
Printing Paper	$0	5,000	$5,050	$5,151	$5,000	$5,000
Marketing Materials	$0	2,500	$2,525	$2,576	$2,500	$2,500
Student Uniforms	$0	-				
Gifts & Awards - Students	$0	-				
Gifts & Awards - Teachers and Staff	$0	-				
Health Supplies	$0	-				

Facility Related Expenses

Rent	$0	206,334	$264,107	$322,211	$380,209	$409,447
Utilities	$0	24,000	$24,240	$24,480	$24,480	$24,720
Custodial	$0	20,000	$20,200	$20,400	$20,400	$20,600
Waste	$0	5,200	$5,252	$5,304	$5,304	$5,356
Faculty Furniture	$0	7,000	$7,070	$7,140	$7,140	$7,210
Student Furniture	$0	10,500	$5,000	$5,000	$5,000	$5,000
Internet/Network Equipment	$0	12,000	$12,120	$12,240	$12,240	$12,360
Other Equipment	$0	-	$0	$0	$0	$0
Building Decorum	$0	-	$0	$0	$0	$0
Tenant Improvements	$0	-	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0
Other	$0	-	$0	$0	$0	$0

Other Charges

Staff Recruitment	$0	15,000	$15,150	15,300	15,300	15,450
Student Recruitment & Community Engagement	$0	15,000	$15,150	15,300	15,300	15,450
Parent & Staff Meetings	$0	2,400	$2,424	2,448	2,448	2,472
Authorizer Fee	$0	46,375	59,361	72,420	85,456	92,027
Business Support Services	$0	258,919	364,558	456,266	508,653	543,041 CMO fees

Debt Service

Other	$0	50,000	100,000	100,000	100,000	-
Other	$0	-	-	-	-	-
Other	$0	-	-	-	-	-
Other	$0	-	-	-	-	-
Other	$0	-	-	-	-	-

Total Operating Expenses		969,678	1,187,342	1,330,950	1,454,377	1,476,499
Total Expenses		2,294,335	2,816,334	3,337,275	4,263,407	4,554,737

Saber STEM Academy
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

	Revenue Assumptions					

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Starting Fund Balance	-	5,993	300,851	798,683	1,428,940	1,789,656
State Revenues	-	2,367,442	3,030,326	3,696,997	4,362,457	4,697,930
Federal Revenues	-	221,750	283,840	270,535	261,665	238,803
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	350,000	-	-	-	-	-
Total Revenues	350,000	2,589,192	3,314,166	3,967,532	4,624,122	4,936,732
Staffing	89,274	1,015,500	1,265,250	1,554,525	2,191,384	2,422,504
Employer Benefits & Taxes	18,413	309,157	363,742	451,799	617,646	655,734
Contracted Services	73,070	163,250	169,575	181,545	193,546	243,216
Supplies & Materials	35,500	133,700	123,134	90,897	78,900	80,150
Facility-Related Expenses	112,750	285,034	337,989	396,775	454,773	484,693
Other Charges	15,000	337,694	456,643	561,734	627,157	668,440
Debt Service	-	50,000	100,000	100,000	100,000	-
Total Expenses	344,007	2,294,335	2,816,334	3,337,275	4,263,407	4,554,737
Net Income	5,993	294,857	497,832	630,258	360,715	381,996
Ending Fund Balance	5,993	300,851	798,683	1,428,940	1,789,656	2,171,651