



STRIVE Collegiate Academy **Charter School**

A Proposed Metropolitan Nashville Charter School
Amended Application for Charter
July 24, 2014

Respectfully Submitted by

STRIVE Collegiate Academy Founding Board

LaKendra Butler, Founder and Proposed Executive Director/School Leader

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Letter of Intent to Apply for a Tennessee Public Charter School - 2014

January 31, 2014
 Carol Swann
 Office of Innovation
 Metro Nashville Public Schools
 2601 Bransford Avenue
 Nashville, Tennessee 37204

Chartering Authority for Charter School: Metro Nashville Public Schools
Name of Proposed Charter School: STRIVE Collegiate Academy Charter School
Name of Sponsor/Sponsoring Agency: STRIVE Collegiate Academy, Inc.
Type of School: New Start-Up
Competitive Priority: Growth & Demand
Grade Configuration: 5-8
Primary Contact Person: LaKendra C. Butler, Founder and Executive Director
 209 10th Ave. S, Suite 416, Nashville, TN 37203
 Telephone: (615) 208-5039
 Email: lakendra@tnchartercenter.org

Proposed Opening, Grade Levels and Student Enrollment:

Proposed year of school opening		Total Student Enrollment
	Grade Levels	
Year One	5	115
Year Two	5,6	230
Year Three	5,6,7	345
Year Four	5,6,7,8	460
Year Five	5,6,7,8	460
Year Six	5,6,7,8	460
Year Seven	5,6,7,8	460
Year Eight	5,6,7,8	460
Year Nine	5,6,7,8	460
Year Ten	5,6,7,8	460

Current Leadership

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

Full Name	Current Job and Employer	Position
Dave Carter	COO, Integrity Solutions	Founding Board Member
Karl Houston	Senior Director of Marketing, Goodwill Industries	Founding Board Member
Joseph Williams	Legal Aid, American Center for Law and Justice	Founding Board Member

APPLICANT ELIGIBILITY

Tennessee law limits who may sponsor a charter school and proscribes what type of entity may operate a charter school. T.C.A. § 49-13-104(7), 106(c). **Please read the following statements and confirm eligibility to submit an application and verify the status of or plans for the governing body.**

The sponsor of this charter school is not “a for-profit entity, a private elementary or secondary school, a post-secondary institution not accredited by the Southern Association of Colleges and Schools [now [AdvancEd](#)], a religious or church school” and does not “promote the agenda of any religious denomination or religiously affiliated entity.”

Charter schools must be operated by entities that have exemption from federal taxation under § 501(c) (3) of the Internal Revenue Code. Please check one of the following, as applicable:

The sponsor of this charter school is a not-for-profit organization with 501(c) (3) status.

The sponsor of this charter school is a not-for-profit organization and has applied for 501(c) (3) status.

I will provide evidence of non-profit incorporation and 501(c) (3) status at the time of contracting with the chartering authority.

The complete Tennessee Public Charter Schools Act is contained in T. C.A. §§ 49-13-101 through 137, and in § 8-35-242. You can access Tennessee laws [here](#).

Please provide an abstract for your proposed school (two pages maximum). Please address the following elements:

- **The proposed academic focus and plan,**
- **The perceived need for the school,**
- **The potential target population,**
- **Community outreach completed or planned, and**
- **Individual or organizational history of success/accomplishments in education.**

Signature of Primary Contact Person LaKendra Butler Date 1/31/2014

PROPOSED ACADEMIC FOCUS AND PLAN

Vision

The vision of STRIVE Collegiate Academy (SCA) is to cultivate college-ready high school graduates who will achieve post-secondary success and become leaders in their communities, Nashville, and beyond.

Mission

At STRIVE Collegiate Academy, our mission is to empower each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors.

Our school's academic focus and plan will be based on the following key areas:

- **Personalized Learning Profile.** We believe that our work starts only when we understand the needs of individual students. Through regular and systematic assessment of each student and his/her work, each and every student will have a personalized and evolving learning profile based on the Response to Intervention Framework. These profiles will drive instructional practices for the team and the goals of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules.
- **A Focus on Literacy.** Many of the students in our target population are several grades behind their more affluent peers in Reading / Language Arts. We know that literacy is the foundation for all learning, therefore, literacy (reading, writing, and speaking) is embedded and aligned across all content areas at SCA. Students receive two hours of dedicated literacy instruction in addition to the content-driven literacy in other subject areas. All teachers are involved in the teaching of literacy and will receive the development they need to infuse literacy into their content areas, as well as professional development to teach a daily Guided Reading block.
- **Personal Leadership Development.** In an effort to ensure that students are successful when they leave us, we have to equip them with the necessary character traits that will facilitate their academic success. Providing weekly professional development for our teachers allows them to become the leaders in their classrooms in order to educate every child at their individual levels. Providing students and families with Data Notebooks, organizational skills, and character instruction allow them to become leaders over their learning.
- **More Time.** An extended school day and year will allow students and teachers the opportunity to maximize learning, in order for the students to become college-ready graduates and successful in their post-secondary options.
- **Community & Parent Partnerships.** We are serving families, not just students. In an effort to build leaders in the community, we will engage our parents and community by offering parent-led committee opportunities, parent literacy-support sessions, and opportunities for them to use their expertise to support teaching and learning at STRIVE Collegiate.

PERCEIVED NEED FOR SCHOOL / POTENTIAL TARGET POPULATION

STRIVE Collegiate Academy plans to address the district's need of growth and demand. Currently, the McGavock cluster has no charter schools. The goal of STRIVE Collegiate Academy is to provide another high-quality middle school option for families in the McGavock cluster.

A Need for More Quality. Academically, the majority of the middle schools in the McGavock cluster are underperforming. Currently, there is only one satisfactory middle school, two review middle schools, and one target middle school based on MNPS's Academic Performance Framework. Families in the McGavock cluster need more access to a high quality middle school option.

A Need for More Capacity. In terms of capacity, the one Target middle school is also over capacity at 111.3% and is projected to remain over in 2017-18 at 112.5%, while the other middle schools in that area are projected to be at 103.2%, 105.9% & 106.8% of their capacities.

A Need for Diversity and Success in Every Subgroup. Three of the four middle schools in the McGavock cluster are racially & ethnically diverse, with 70% or more of the students qualifying for free/reduced lunch, 7% or more of students enrolled in the ELL program, and 12% or more of students eligible for the Special Education program. However, there are achievement gaps between the subgroups. In three of the four middle schools, according to the 2013 TCAP data, the percentage of white students achieving proficient/advanced in math is roughly twice the percentage of African American students. In reading, the percentage of white students achieving proficient/advanced in math is roughly 30% higher than the percentage of African American students. STRIVE Collegiate Academy will provide a high-quality charter school option that will ensure every population/subgroup represented in the McGavock cluster is achieving at high levels.

COMMUNITY OUTREACH COMPLETED OR PLANNED

We have met and worked with several individuals and groups across the city of Nashville in an effort to create a high-quality charter school that reflects the needs of the community. We have also established a strong founding team of individuals who bring a wide range of knowledge, skills, and commitment in order to serve the students in the McGavock cluster. The founding team have created a detailed outreach plan to recruit families in our target area, including, but not limited to, local faith-based institutions, community development centers, neighborhood associations, and non-profit partners, all to begin in the fall of 2014. STRIVE Collegiate Academy has also engaged with other organizations to provide services to our school program and community/civic leaders who support quality educational options for students in the McGavock cluster.

INDIVIDUAL / ORGANIZATION HISTORY

LaKendra Butler, the Founder of STRIVE Collegiate has a long history in education. She began her education career as a high school teacher with the 2005 Teach For America corps in Atlanta, Georgia. After that, she taught and served as grade level chair at KIPP TRUTH Academy in Dallas, Texas. LaKendra participated in the KIPP School Leadership Pathways program and became KIPP TRUTH's first Assistant Principal. During her third year as the Assistant Principal, she was promoted to School Leader. During her tenure at KIPP TRUTH Academy, the school continued to be a Recognized school (based on Texas' rating system) and continued to outperform the district in several subject areas. During her final year with KIPP, LaKendra transitioned into a role at the CMO level, serving as the Director of KIPP Through College, where she developed a strategic plan for the program while supporting several departments throughout KIPP Dallas Ft. Worth.

Currently, LaKendra is an Education Entrepreneur Fellow with the Tennessee Charter School Center, where she has had the opportunity to visit high-performing charter schools in Nashville and across the country and develop her leadership skills through seminars and residencies. The founding board brings several areas of expertise to STRIVE Collegiate Academy, from operations and finance to community involvement to marketing and development to educational experience to coaching and business development. With the support of the Tennessee Charter School Center, the Board of Directors, and other community leaders, we have built a rigorous 5th-8th grade collegiate preparatory charter school to truly serve the diverse population of students within the McGavock Cluster.

Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for STRIVE Collegiate Academy true to the best of my knowledge and belief; 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 chartering authority and in compliance with the charter agreement and the Charter School 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. § 49-13-105;
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 (LEP), 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 comply with all provisions of the 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
7. will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

LaKendra Butler

Name of Authorized Signer

Founder, STRIVE Collegiate Academy

Title of Authorized Signer

ACADEMIC PLAN DESIGN AND CAPACITY

Mission and Goals

Describe the mission and goals of the proposed school. Include a rationale for the grades served, grades upon opening and an enrollment growth plan. If you choose to, explain how the mission and vision of this school addresses any priorities set by the chartering authority. In the narrative,

- Identify the targeted student population and the demographics of the community to be served.
- Articulate clear guiding purposes and priorities and how the school will know it is achieving them.
- Identify specific barriers and/or school needs that may impact student achievement. Explain how your school will help students overcome those specific barriers.

Vision

STRIVE Collegiate Academy (STRIVE) will cultivate college-ready high school graduates who will achieve post-secondary success and become leaders in their communities, Nashville, and beyond. STRIVE will be a high performing middle school in Nashville that will help MNPS achieve its goal to prepare all of its students for college and career. At STRIVE Collegiate, everything we do will center on preparing students for their futures to become responsible citizens, contributors to their communities, and lifelong learners. We will do this by creating a school that is safe, challenging, and joyful. Our school will be a place where adults and students push themselves and each other to be their best selves in both academics and character. We will create powerful learning opportunities that will empower students to communicate effectively, think critically, solve problems, demonstrate responsibility, and respect themselves and others. We will work in partnership with families and our community through open communication and outreach.

Mission

At STRIVE Collegiate Academy, our mission is to prepare middle school students for success in high school, college, and career. We will achieve this by empowering each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors.

I. Overview of Key Design Elements

STRIVE's approach to education is to hold high expectations for every student, ensure a focus on excellence and results, and provide systematic support and challenge for every student. These elements have produced successful student outcomes in schools around the country with a high concentration of high needs students who are academically behind, and will be used to provide a top quality education to the middle school students in Nashville, specifically in the McGavock cluster. The following are the key design elements of our educational model that will drive outcomes in our proposed school. Each of these will be fully presented in its corresponding section.

- **Rigorous Academics and Personalized Learning.** At STRIVE, all students will participate in a rigorous college preparatory curriculum. All of our teachers will deliver high quality core instruction, guided by a robust data-driven environment to provide personalized learning opportunities through targeted instruction and academic supports and enrichment. Through regular and systematic assessment of each student and his/her work, every student will have a personalized and evolving learning profile based on the Response to Intervention Framework. These profiles

will drive instructional practices for the team and the goals of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules.

- **A Focus on Literacy.** Many of the students in our target population are several grades behind their more affluent peers in Reading Language Arts. We know that literacy is the foundation for all learning, therefore, literacy is embedded and aligned across all content areas at STRIVE. Students will receive two hours of dedicated literacy instruction in addition to content-driven literacy in other subject areas. Through proven literacy practices, such as the workshop model, Guided Reading, and literature circles, students will develop the critical reading, writing, speaking, and listening skills they need to be successful in high school, college, and their careers. All teachers will be teachers of literacy and will receive the training they need to infuse literacy into their content areas as well as provide targeted reading instruction.
- **Leadership Development.** In an effort to ensure that students are successful when they leave us, we have to equip them with the necessary “soft skills” and character traits that will accompany their academic success. Providing students and families with Personalized Learning Profiles, organizational skills, and character instruction allow them to become leaders and take responsibility for their learning. Through our weekly Leadership Seminar, called I STRIVE, students explore the concept and application of leadership through the study of leaders and leadership characteristics. This program, facilitated by faculty advisors/homeroom teachers, builds a sense of independence, a willingness to inspire and become role models, and the ability to become problem-solvers for themselves and others. In addition, STRIVE’s core values of **Self-Advocacy**, **Teamwork**, **Resilience**, **Integrity**, **Virtue**, and **Excellence** (STRIVE) support students’ leadership development. Learning and practicing these core values will help instill in students the life skills that must accompany academic skills in order for students to be successful in high school, college and career. Students will engage with these values through our leadership development program; they will receive positive reinforcement for demonstration of the values through our school-wide behavior system; and curricular themes and community meetings will align with and support the values.
- **Effective Use of Additional Time.** An extended school day and year will provide students and teachers the opportunity to maximize learning in order for the students to become college-ready graduates and successful in their post-secondary options. Our school day will run from 7:30 to 4:15 four days per week, with a 1:30 dismissal on Wednesday, and our school year will run approximately two weeks longer than MNPS. This additional time, which equates to roughly an additional 400 hours of schooling (or over 60 more days than a typical district with a six hour day and 180 day year), will allow us to provide targeted reading instruction to every student; embedded, individualized supports for students through a dedicated tutoring period; and consistent and programmatic leadership development instruction. We also provide more time for ongoing and intensive professional development during the summer as well as throughout the year. This ensures that our teachers are consistently delivering high quality instruction and producing results.
- **Parent and Community Collaboration.** At STRIVE we serve families, not just students. In an effort to build leaders in the community, we will engage and support our parents. More specifically, we provide meaningful ways for families to be involved in their student’s learning through

collaborative Family Data Days; workshops around supporting STRIVE students as well as sessions determined by parent need; and authentic leadership opportunities through our parent-led committees. We collaborate with the community by partnering with key organizations, such as the YMCA, the Girl Scouts, and Junior Achievement, to provide programs for our students and by supporting the community through service.

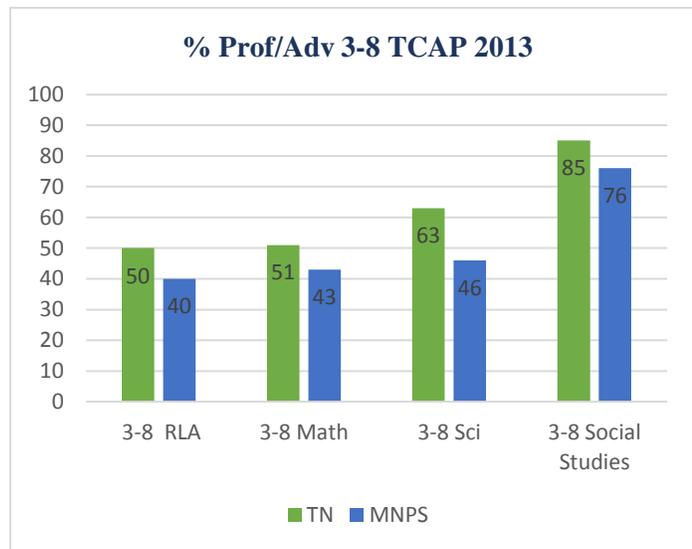
II. Guiding Purposes, Priorities, and Goals

At STRIVE Collegiate Academy, we embrace accountability at all levels, for students, for teachers, for leadership, and for the school as a whole; we know that schools must produce results. We are committed to improving the education outcomes for middle school students in Nashville, specifically in the McGavock cluster, and changing the long term trajectory of their lives. To achieve this, we will hold ourselves to the highest standards for academic, organizational and financial performance. We believe that the MNPS Performance Framework¹ represents a rigorous approach to accountability grounded in the best practices of the National Association for Charter School Authorizers. As such, STRIVE will utilize the Performance Framework, and its detailed metrics: for academics, including progress, attainment and college readiness, achievement gap, and school culture; for financial performance, including near term and sustainability indicators; and for organizational performance, including those regarding the educational program, financial management and oversight, governance and reporting, students and employees, and the school environment. It is our aim to earn Excelling for academic performance and Meets Standard for financial and organizational performance. In addition to these ambitious metrics, we have established additional mission-specific academic and organizational goals and targets. (See **Academic Performance Standards** for STRIVE’s specific annual and long-term measurable academic achievement goals).

III. Needs Assessment

A. Academic Need in the Community

STRIVE Collegiate Academy seeks to serve middle school students in the McGavock cluster of MNPS. While the academic performance of students in MNPS is moving in the right direction, students in the district are still outperformed by their peers across the state. The figure to the right illustrates the unacceptable gap in achievement 2013 scores between MNPS students in grades 3-8 on the TCAP and the state of Tennessee as a whole.



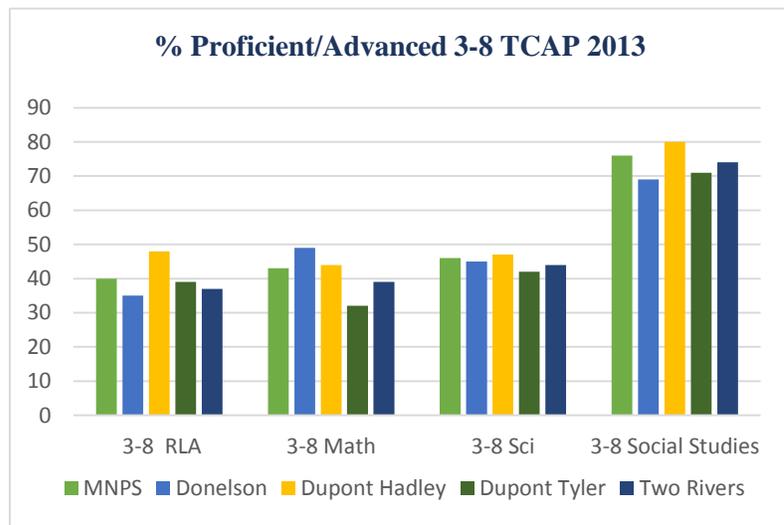
Also, according to the report card created by the Tennessee Department of Education, MNPS has scored lower than the state in all subjects tested for students in grades 3-8. The chart below presents the 2012 and 2013 Grades 3-8 TCAP Criterion Referenced Academic Achievement score and grade compared to the state’s 2013 score and grade.²

¹ MNPS Performance Framework. Available at <http://www.innovation.mnps.org/AssetFactory.aspx?did=88196>

² <http://www.tn.gov/education/reportcard/2013.shtml>

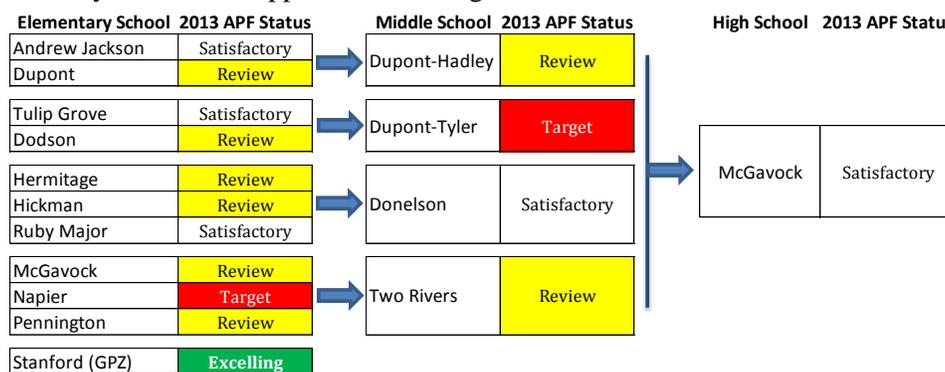
MNPS and TN Grades 3-8 TCAP Criterion Referenced Academic Achievement						
(3 year average)	2012		2013		2013 State	
CRT	Score	Grade	Score	Grade	Score	Grade
Math	47	C	50	B	55	A
Reading/Language	45	C	46	C	51	B
Science	43	D	45	C	52	B
Social Studies	47	C	49	C	56	A

Since STRIVE Collegiate Academy seeks to serve students in the McGavock cluster, it is useful to consider the performance of the four middle schools located there. According to the MNPS Academic Performance Framework, most middle schools in the McGavock cluster are underperforming and are categorized in the lowest two performance levels. While Donelson Middle School is rated Satisfactory, both Dupont Hadley and Two Rivers are identified as Review, and Dupont Tyler is identified as Target.³ As the



graph to the right shows, the achievement of the McGavock cluster middle schools is quite similar to – and in the majority of cases lower than – the performance of MNPS as a whole.⁴

Further, as presented in the following chart, the McGavock cluster currently has no neighborhood schools designated as Excelling or Achieving.⁵ Stanford Elementary’s current status is “Excelling” but it is a GPZ restricted elementary school, and applications are higher than the number of students admitted each year.



³ Metropolitan Nashville Public Schools Academic Performance Framework. Available at <http://www.innovation.mnps.org/AssetFactory.aspx?did=90891>

⁴ Ibid.

⁵ Ibid.

Data also shows that there has been improvement in MNPS, particularly with regard to student growth. Specifically, according to the 2013 State Report Card, MNPS demonstrated positive – though modest in all but math – student growth in all tested subject areas:

MNPS Grade 4-8 Value-Added Growth Standard 2013	
Subject	Mean Gain
Math	3.5
Reading	0.7
Science	0.6
Social Studies	0.7

However, while almost all subgroups showed improvement in math, there remains a stubborn achievement gap among subgroups in Nashville and the McGavock cluster. The gap size among subgroups in the district and in the middle schools in the McGavock cluster is quite significant, with students of color, economically disadvantaged students, students with limited English proficiency, and students with disabilities lagging far behind. Notably, as the following chart demonstrates, the gap in the McGavock cluster between the performance of all students and students of color ranges from approximately 7 to 12 percent; for economically disadvantaged students (which are the majority in this cluster) ranges from approximately 11 to over 30 percent; for LEP students ranges from approximately 19 to 30 percent; and for students with disabilities ranges from outperforming at one school to 29 percent.⁶

MNPS and McGavock Cluster Gap Size Percentages 2013										
	Math					Reading/Language				
	MNPS	Donelson	Dupont Hadley	Dupont Tyler	Two Rivers	MNPS	Donelson	Dupont Hadley	Dupont Tyler	Two Rivers
All Students v. African Am, Hispanic, Native Am	8.6	8.3	7.9	8.8	12.3	8.7	8.6	6.9	7.1	10.2
Economically Disadvantaged (ED) v. Non-ED	27.7	10.7	19.5	25.6	30.9	32.4	11.8	24.8	18.2	29.2
Limited English Proficient (LEP) v. Non-LEP	15.4	21.9	**	22.2	18.5	28	32.2	**	29.8	29.1
Students with Disabilities (SWD) v. Non-SWD	11.9	26.1	28.8	21.7	7.6	7.9	6.1	14	13.1	-3.5

When the data is further broken down, it becomes evident that some gaps are even more pronounced in the McGavock cluster. In three of the four middle schools, according to the 2013 TCAP data, the percentage

⁶ <http://www.tn.gov/education/reportcard/2013.shtml>

of white students achieving proficient/advanced in math is roughly twice the percentage of African American students. In reading, the percentage of white students achieving proficient/advanced is roughly 30% higher than the percentage of African American students.

B. The Need for Effective Middle Schools

Compounding the compelling academic need in the McGavock cluster is the critical need for effective middle schools. It is clear that if students are not well prepared for high school, their chances of being successful in high school, graduating, and advancing to college and career are limited. Several studies by the ACT confirm the important role of middle school in preparing students for success in high school and college.⁷ The ACT asserts that if students are not on track for college and career readiness by eighth grade, it is exceedingly difficult for them to become prepared in high school. The following excerpt from *The Forgotten Middle*, particularly the first sentence, emphasizes how essential effective middle schools are:

Our research shows that, under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school. This report also reveals that students’ academic readiness for college and career can be improved when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance.

The implication is clear: if we want not merely to improve but to maximize the college and career readiness of U.S. students, we need to intervene not only during high school but also before high school, in the upper elementary grades and in middle school. This research suggests that even improving high school course rigor may not succeed unless we first increase the number of entering high school students who are prepared to benefit from such rigorous courses. (2)

Middle schools in the McGavock cluster and across MNPS are not ensuring students’ academic readiness for college and career. As shown in Figure 1 above, upper elementary and middle schools as a whole in MNPS are significantly outperformed by schools across the state, with fewer than half of MNPS students demonstrating proficiency in reading, math, and science. This research and student performance data indicates a clear and urgent need for effective middle schools in Nashville.

Further evidence of a lack of effective middle schools across MNPS is found in the performance of high schools in the McGavock cluster and the district as a whole. The chart below comparing graduation rates shows that the middle schools in the McGavock cluster are not preparing students for successful performance and completion of high school, with significant gaps for black students, for economically disadvantaged students, and students with disabilities.⁸

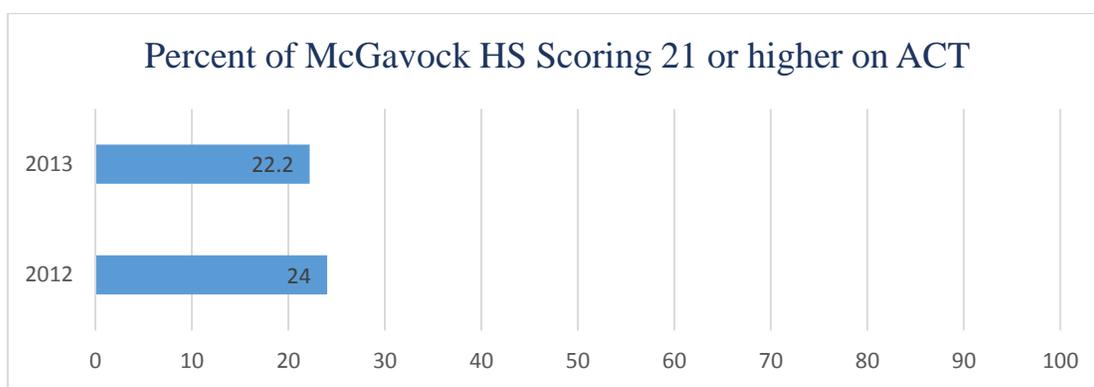
McGavock Cluster, MNPS, and Tennessee Graduation Rates 2013										
School	All	Asian	Hispanic/ Latino	Black/ African American	White	Female	Male	Economic -ally	English Language Learner	Students with

⁷ Noeth, Richard J. and Wimberly, George L. *College Readiness Begins in Middle School*. ACT Policy Report, 2005. Available at <http://www.act.org/research/policymakers/pdf/CollegeReadiness.pdf>; and *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School*, 2008. Available at <http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>

⁸ <http://www.tn.gov/education/reportcard/2013.shtml>

								Disadvan- -taged		Disabilit- -ies
McGavock High School	73.7	84.6	76.0	68.5	77.3	78.1	69.8	69.0	74.2	54.8
MNPS	76.6	81.8	75.8	78.9	78.9	82.7	72.4	72.4	68.0	49.9
Tennessee	86.3	90.3	81.3	77.8	89.8	89.2	80.7	80.7	72.8	67.3

In addition to high school graduation, it is critical to raise the bar for postsecondary preparation and success. ACT data indicates there is still much work to be done for McGavock cluster students. ACT performance is also a reflection of a high school’s middle school feeders in preparing students to be academically successful for high school. Many Tennessee higher education institutes have average ACT scores higher than 21, but as the following graph shows, less than a quarter of McGavock High School students are scoring 21 or better on this essential measure.⁹



Taken as a whole, these data show that many students in the McGavock cluster are not being prepared for college or career, and there is a critical need in the McGavock cluster to provide students with more rigorous instruction and preparation for success in high school, college, and career.

IV. Alignment with Metropolitan Nashville Public Schools

Metropolitan Nashville Public Schools (MNPS) has made strides toward achieving its stated purpose: “Metropolitan Nashville Public School will transform all schools into high-performing schools that demonstrate excellence through the academic, social and emotional success of every student. Every graduate will be prepared for college and career.”¹⁰ As noted in the MNPS strategic plan, since 2009, proficiency rates for all students in the city have improved, with gains evident in math. Additionally, all student subgroups have consistently shown improvement, and 18% of MNPS students have improved at least one achievement level on state tests.

⁹ Ibid.

¹⁰ Metropolitan Nashville Public Schools Strategic Plan, “Education 2018: Excellence for Every Student.” <http://www.mnps.org/Page56840.aspx>

Still, there is significant work to be done to ensure that that the MNPS vision of providing every student with the knowledge, skills, and character to excel in higher education, work, and life is a reality in all schools for all students. Given the current performance of students in MNPS, where fewer than half of students in most grades are proficient in math and English language arts, and the current rate of progress, which is modest at best, it will take many, many years for all students to be proficient, much less be academically prepared for college and career. And, during those years, thousands of children will languish in under-performing schools and continue to lack the knowledge and skills they deserve to learn and need to be successful. This situation is unacceptable, and the status quo cannot be maintained. Urgent action must be taken, including allowing proven school models to be implemented in communities with academic need.

It is in this context that STRIVE Collegiate Academy is applying for a charter to serve the middle school students in the McGavock cluster. STRIVE seeks to be a part of the solution in Nashville, to offer a high quality educational option for families in an area of the city that currently lacks any high quality schools. As is evident from our mission and vision described above, STRIVE is in full alignment with MNPS' mission and proposes a similar approach that includes an emphasis on personalized learning and individualized supports. Further, STRIVE fully supports MNPS' absolute priorities of Academic Achievement and Diversity Management and the competitive priority of Growth/Demand.

A. Absolute Priority: Academic Achievement

As evidenced by our commitment to ambitious achievement goals and alignment to the MNPS vision of high performing schools that produce graduates ready for college and career, STRIVE is clearly aligned to the absolute priority of Academic Achievement. STRIVE's proven model, as demonstrated in the proposed School Leader's previous school, the high performing charter networks the model is based on, and evidenced-based research referenced throughout the application, will provide Nashville students with a high quality education that will lead to significant gains in academic achievement. By providing more time on learning, rigorous instruction aligned to the Common Core State Standards, and targeted supports and enrichments to implement personalized learning, STRIVE seeks to improve our student outcomes and be a part of the solution for public schools in Nashville. (See Needs Assessment for a full discussion of the academic need in the McGavock cluster.)

B. Absolute Priority: Diversity Management

We fully support the MNPS goal of providing diverse schools for all of its students and commit to providing a high quality, results-driven education for the students in the McGavock cluster. At STRIVE we believe that diversity is critical to student success and is reflective of the global world in which we want our graduates to be successful. STRIVE seeks to enroll a student population that reflects the diversity found in the McGavock cluster. All but one of the middle schools in the McGavock cluster meet MNPS's articulated definition of diverse schools, and the average of the four schools presents a highly diverse racial population, with income, language and disability percentages very close to the MNPS tier average for middle schools. As detailed in **Marketing, Recruitment, Enrollment** and in the **Attachment 21: Diversity Management Plan**, we will take specific steps to recruit a diverse population, including holding community meetings and gatherings in families' homes, going door to door, sending mailings, attending community events, and

actively recruiting in commercial areas and community centers. We are excited to serve this diverse, underserved student population.

C. Competitive Priority: Growth/Demand

STRIVE proposes to be located in the McGavock cluster. Doing so will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded. The McGavock cluster is already the largest MNPS cluster, by student population, with 9,595 students:¹¹

Total Students 2013-2014	
McGavock	9,595
Glenn Cliff	5,987
Antioch	8,193
Cane Ridge	6,197

Currently, this cluster includes four middle schools: Donelson Middle School, Dupont Hadley Middle School, Dupont Tyler Middle School, and Two Rivers Middle School. There are no charter schools in this cluster at present. As indicated below, one school is currently overcrowded and all schools in the cluster are projected to be overcrowded by 2017-2018, with an average of 107% enrollment.¹²

Enrollment and Capacity		
McGavock Cluster Middle Schools	Current Capacity %	Projected Utilization 2017-2018
Donelson	89	103
Dupont Hadley	97	106
Dupont Tyler	111	113
Two Rivers	85	107
McGavock Cluster Average	95	107

Moreover, according to MNPS, many elementary schools in the McGavock cluster are projected to be over-capacity by 2017-2018, some severely so.

Finally, the McGavock Cluster experiences high attrition of students from its elementary schools as many families choose to send their children to private schools or move to surrounding counties. According to a recent study entitled *Clarifying the Complexity of MNPS Student Departure*, elementary schools across the district lose about 8% of students each year. Notably, students who leave MNPS are disproportionately white; a smaller portion of students who leave are economically disadvantaged or identified as limited English Proficient; and a larger proportion of students who leave have passed the math and reading TCAP. The study further states that concerns for their children’s safety and questions about the quality of MNPS middle schools were reasons for families’ departure. The elementary schools in the McGavock cluster experienced slightly higher attrition than the district average in 2011-2012 at 8.3% and had the fourth highest cluster average for attrition. Each school’s attrition rate is presented in the chart below.¹³ This

¹¹ MNPS Enrollment and Capacity. Available at <http://www.mnps.org/AssetFactory.aspx?did=89508>

¹² MNPS Enrollment and Capacity. Available at <http://www.mnps.org/AssetFactory.aspx?did=89508>

¹³ Johnson, Eric G. et al. *Clarifying the Complexity of MNPS Student Departure, Who Leaves, When, & Why?* Vanderbilt University, May 2013. Available at <http://discoverarchive.vanderbilt.edu/handle/1803/5315>

translates into approximately 350 students leaving the McGavock cluster elementary schools each year in search of better educational options.

MNPS Elementary School	% Actual Attrition 2011-2012
Andrew Jackson	10.6
Dupont	9.0
Tulip Grove	7.6
Dodson	9.2
Hermitage	7.6
Hickman	7.0
Ruby Major	11.0
McGavock	9.5
Napier	2.2
Pennington	11.0
Stanford (GPZ)	6.1

Taken together, the expected growth in the McGavock cluster and the need to improve retention rates between the elementary and middle schools, these data show that there is a clear need for more high quality middle school capacity in the McGavock cluster. STRIVE Collegiate Academy, with its proven model, will contribute to the district’s goal of being the First Choice for Families in Nashville by ensuring a quality option exists in the McGavock cluster, thereby retaining more families in the district.

V. Target Population, Barriers to Success, and Demographic Need in the Community

STRIVE Collegiate Academy seeks to serve students in Nashville and plans to locate in the McGavock cluster. The need for additional high quality schools in the community is evident in the demographic data of Nashville and the McGavock neighborhood. According to a 2012 Community Needs Evaluation,¹⁴ 19 percent of Davidson County residents are living in poverty. The child poverty rate for Davidson County is much higher: approximately at 31 percent of children in the county live in poverty. Further, more than 70 percent of MNPS students qualify for free or reduced priced meals, which indicates that a majority of families with students in the school system are economically disadvantaged.

Demographic data from the McGavock cluster specifically also demonstrates a need for high quality school options in the community. The census data indicates that almost half (43 percent) of the families living in the McGavock cluster area are single parent households with children under 18. Moreover, unemployment in the community is higher than the county and state average: 11 percent in McGavock versus 6 percent for Davidson County and approximately 8 percent for the state of Tennessee.¹⁵ Finally, the 2013 Report Card

¹⁴ Poverty Snapshot – Davidson County, Tennessee.

http://www.nashville.gov/Portals/0/SiteContent/SocialServices/docs/plann_coord/PovertySnapshot-2012CNE.pdf

¹⁵ County data from the Bureau of Labor Statistics

<http://data.bls.gov/map/MapToolServlet?survey=la&map=county&seasonal=u;>
state data from the National Council of State Legislatures:

shows that the majority of students enrolled in the four middle schools in this cluster are identified as economically disadvantaged.¹⁶

Economically Disadvantaged Students	
McGavock Cluster Middle Schools	% of Students
Donelson	71
Dupont Hadley	64
Dupont Tyler	70
Two Rivers	79

The effects of poverty on educational attainment and career success have long been researched and documented. Studies have shown that the related challenges that come from living in poverty (that is, challenged educational opportunities, inadequate health care, limited family resources, and high crime environments) have the potential to undermine a child’s learning and earning potential. Further, studies reveal that many students who get caught in the intergenerational cycle of poverty have difficulty breaking the cycle. According to Ruby Payne, author of *A Framework for Understanding Poverty*, “An education is the key to getting out of, and staying out of, generational poverty” (79).¹⁷ To this end, it is our desire to open STRIVE Collegiate Academy and provide students with the skills, character, and intellect necessary to flourish in high school, college, and beyond.

STRIVE Collegiate Academy Meets the Need

The key design elements that are the basis for STRIVE’s educational model are based on best practices in place in high performing schools that show success in closing the achievement gap. Through her experience with a national high performing charter network, the proposed School Leader has led a successful school – KIPP TRUTH in Dallas – that served a similar population and implemented similar practices. She has also designed and implemented strategic plans to ensure student success and college readiness. Further, in her fellowship at Tennessee Charter School Center (TCSC), the proposed School Leader has seen first-hand how other leaders successfully implement these practices. She has learned from, and designed STRIVE’s program on nationally-recognized urban charter public schools, including YES Prep, Edward Brooke, KIPP and UnCommon Schools.

Evidenced-based research also demonstrates that these key design elements, when implemented well, result in dramatic student achievement. One important piece of work in this field, *No Excuses: Closing the Racial Gap in Learning*,¹⁸ studied the practices of inner city schools that are producing academic results comparable to those in successful suburban school districts. This study and numerous others have found that successful urban public schools share common characteristics: rigorous, standards-based, college preparatory curriculum; intensive teacher supports and data-driven, targeted instruction; a longer school day and school year; a strong behavioral management system; a school culture of academic achievement;

<http://www.ncsl.org/research/labor-and-employment/2013-state-unemployment-rates.aspx> and McGavock data from US census: <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

¹⁶ <https://www.tn.gov/education/reportcard/index.shtml>

¹⁷ Payne, Ruby. *A Framework for Understanding Poverty*. RFT Publishing Co. Texas: 1998.

¹⁸ Abigail and Stephan Thernstrom. Simon & Schuster (October 2003).

and committed and driven teachers.¹⁹ We will implement these proven practices to produce dramatic student achievement gains in Nashville.

VI. Enrollment Plan and Rationale

To achieve our mission and goals, we propose a fresh start middle school. STRIVE Collegiate Academy’s proposed School Leader has proven herself as a teacher and leader who can produce results with middle school students. Our goal is to build on students’ internal drive to instill a joy in learning and equip them with the knowledge, skills, and leadership tools they need to be successful as they become more independent learners. We propose to begin with grade 5 and add a grade each year until we reach full capacity of 480 students in grades 5-8. This will allow us to intentionally grow our program and systems to ensure success and sustainability.

Proposed Opening, Grade Levels and Student Enrollment:

Proposed year of school opening	Grade Levels	Total Student Enrollment
Year One	5	120
Year Two	5,6	240
Year Three	5,6,7	360
Year Four	5,6,7,8	480
Year Five	5,6,7,8	480
Year Six	5,6,7,8	480
Year Seven	5,6,7,8	480
Year Eight	5,6,7,8	480
Year Nine	5,6,7,8	480
Year Ten	5,6,7,8	480

¹⁹ See Whitman, D. *Sweating the Small Stuff: Inner City Schools and the New Paternalism*, June 2008; Matthews.C, *Work Hard, Be Nice*, 2009; Merseth, Katherine, *Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools*, January 2009. *Charter High Schools: Closing the Achievement Gap*. U.S. Department of Education, Office of Innovation and Improvement, 2006 available at <http://www2.ed.gov/admins/comm/choice/charterhs/report.pdf>

School Development

Provide an overview of the design and development of your proposed school.

- Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.)].
- Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.
- If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

I. Concept Development

The core principles and design elements for the STRIVE Collegiate model are based on the Founder’s work, research and trainings through KIPP, Uncommon Schools, and the Tennessee Charter School Center. For the last six years, LaKendra Butler, STRIVE Collegiate Academy’s Founder and proposed Executive Director/School Leader worked as a teacher, mentor, assistant principal, School Leader, and CMO level leader for KIPP Dallas-Ft. Worth. During that time, she gained extensive experience in School Leadership and design through her leadership training through the well-known KIPP School Leadership Pathways program and through her work with KIPP TRUTH Academy, which was a Recognized School, based on the state of Texas ranking system.

In Ms. Butler’s work with middle and high school students over the past eight years, she consistently encountered students who started 5th grade reading several grade levels behind. Although these students were able to grow beyond their grade levels in math, they continued to lag behind in reading, reflecting similar patterns at the national level. Using Measures of Academic Progress (MAP) results from all of its schools across the country, KIPP produces an annual report, which found overwhelming evidence that students were not progressing as fast in reading as they were in math.²⁰ This profound literacy gap evidenced in her experience and in data from across the nation led Ms. Butler to design a literacy focused academic program at STRIVE Collegiate Academy.

During her time at KIPP, Ms. Butler helped develop the KIPP Through College Strategic Plan, which sought to increase college graduation rates of its alumni. As part of the process, she interviewed high school and college students and teachers throughout Dallas and the state of Texas, in order to determine why some students were not completing high school, not college-ready, and not persisting and graduating from college. After extensive research and data analysis, Ms. Butler and her team determined that students lacked key academic behaviors and mindsets to support the academic skills they were learning in school. Specifically, data demonstrated that the following skills needed to be strengthened: time management, study skills, asking for help, prioritizing, self-advocacy, and problem solving, among others. Further, some criticism of some charter schools are that they focus too much on external compliance rather than ensuring students learn, value, and internalize the academic habits that they need to be successful. Ms. Butler has experienced this issue in her career and the data she gathered shows that sometimes students struggle when they leave the highly structured environment of these middle schools because they have not developed their own personal toolkit of non-cognitive skills. These findings informed the design of the leadership development program for STRIVE (see **School Culture**) through which students are explicitly taught these essential skills.

²⁰ <http://www.kipp.org/reportcard>

Through her research, work, and during her intensive training as a fellow at the Tennessee Charter School Center, extensive visits to some of the top schools across the country, such as UP Academy Charter School of Boston, Edward Brooke Charter Schools, Excel Academy, YES Prep and Gary Comer College Prep Middle School (part of the Noble Network), Ms. Butler found distinctive elements that are also incorporated into STRIVE’s model. These includes a strategic leadership structure implemented at UnCommon that provides dedicated personnel for operations to allow the School Leader to focus on instruction and student achievement, which we will implement at STRIVE; extensive supports and genuine leadership opportunities for teachers to grow and develop as evidenced at YES Prep and in place at STRIVE through our intensive professional development and teacher leader positions at the grade level and content area; and an intentional emphasis on building personal relationships with students at Edward Brooke, which is evident in our homeroom/advisory structure. In addition, Ms. Butler saw two common elements across her visits: these high performing schools had a strong cross-curricular literacy program and/or had a strong culture of excellence that incorporated leadership skills into the students’ daily routines. Based on her teaching and leadership experience, extensive data-based research, and highly effective existing school programs serving high need students, Ms. Butler has developed a school design plan centered on Literacy and Leadership.

II. Design Team

In July 2013, Ms. Butler began the Education Entrepreneur Fellowship with the Tennessee Charter School Center. The fellowship allowed Ms. Butler to visit over 20 high performing schools around the country in order to build out the STRIVE model. Over the course of the fellowship, a STRIVE Design Team was formed in order to ensure expert input on the school design. The Design Team spent hundreds of hours from August 2013 until April 2014 developing STRIVE’s school model. Listed below are the names of the members of the Design Team as well as the areas of the school model to which they most contributed.

Name	Organization	Title	Design Contribution
LaKendra Butler	STRIVE Collegiate Academy, Inc.	Founder & Executive Director/School Leader	Academic & Culture Focus
Michelle Doane	Tennessee Charter School Center	Director of School Development Programs	General Model Design
Gaspar Martinez	EdTec	Director of Client Management and Development	Financial Plan
Michael Horne	KIPP Dallas Ft. Worth	School Leader	School Design Plan
Steve Colmus	KIPP TRUTH Academy Gatewood Elementary, Seattle Public Schools	Founder Assistant Principal	School Design & Academic Program
Deborah Vyborny	Higher Accountability Training Services	CEO	Special Education
Jimi Cannon	Scholastic	Literacy Coach	Literacy
Richard Streedain	National Louis University	Professor	Literacy
Ann Bevel	Diagnostic Assessment Services, Inc.	Dallas Independent School District and KIPP TRUTH ESL Certified Teacher, Consultant	Special Populations

Dr. Kim Finch	Cumberland University, School of Education and Public Service	Professor	Common Core State Standards Alignment
Andrea Jenkins	Oak Hill Academy, Nashville	Director of Curriculum & Instruction	Curriculum Development
Susie Elder	Oak Hill Academy, Nashville	Enrichment Instruction & S.A.L.T Director	Leadership Development
Sarah Ann Ezell	Ensworth	Retired Teacher & Administrator	Leadership/ Curriculum Development
Dave Carter	Integrity Solutions	COO	Finance & Operations
Hada Flores	Tennessee Department of Education	Director	Curriculum Development
Joseph Williams	American Center for Law and Justice	Law Clerk	Leadership Development
Karl Houston	Goodwill Industries	Senior Director of Marketing	Marketing Community Development

Academic Focus and Plan

Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” T.C.A. § 49-13-104.

Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.” T.C.A. § 49-13-104. In your outline,

- Articulate how the academic focus supports the school’s mission.
- Describe research supporting the academic plan.
- Detail the proposed instructional goals and methods.
- List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.
- Explain why the instructional strategies are well-suited for the targeted student population.
- Explain how the plan will meet the needs of students with disabilities.
- Explain how the plan will meet the needs of English language learners
- Explain how the academic program aligns with Common Core Standards and Tennessee State Performance Indicators.
- Describe the proposed class size and structure for the plan.

I. Educational Philosophy

At STRIVE Collegiate Academy, our mission is to prepare middle school students for success in high school, college, and career. We will achieve this by empowering each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors.

Our approach to education is grounded in the belief that all students can learn at high levels. We believe that by holding high expectations for all students in academics and character, and providing the supports they need to meet those expectations, all students can be successful and develop the knowledge and skills they need to thrive in high school, college, and beyond. Students will be empowered through a rigorous curriculum that develops strong literacy skills and critical thinking. Through a strong focus on leadership development, students will become owners of their own learning, prepared to meet the challenges of higher education and career. Through a celebratory school culture that engages students and families, we will promote a safe and joyful learning environment where all students thrive. Through a school-wide emphasis on growth and learning, all of us – leaders, teachers, students, families, and the board – embrace a growth mindset and seek to continually improve. We also believe providing a solid middle school education is essential for success in high school and college as it sets students on a clear path and helps them build the habits of scholarship they need to succeed.

II. Key Design Elements

Based on this philosophy, our design team has developed our key design elements. These elements have produced successful student outcomes in schools around the country with a high concentration of high need students who are academically behind, and will be used to provide a top quality education to the middle school students in the McGavock cluster. Throughout this section, the key design elements of Rigorous Academics and Personalized Learning, A Focus on Literacy, and Effective Use of Additional Time are evident.

A. Rigorous Academics and Personalized Learning

Our approach to Personalized Learning is grounded in the research and best practices that guide the Response to Intervention (RTI) framework. The RTI framework consists of high-quality instruction and interventions designed to meet individual student needs as determined by regular analysis of student outcome data. At STRIVE, our academic program is built on a tiered model that begins with core instruction in Tier I, progressively intensive and responsive Tier II and Tier III interventions and supports during the school day, and spans to include special education. STRIVE's program model includes tiered interventions in the areas of reading, math, and writing within the general education program. Some key supports in our tiered approach, such as Guided Reading and integrated tutorial block, are presented in this section as they are fundamental to our academic program. The full model, including descriptions of supports at each tier and how students move through the tiers, is presented in **Special Populations**.

STRIVE will utilize a robust data-cycle to identify student needs and target instruction accordingly. Our instructional model allows for this personalized approach in Tier I core instruction as well as through more intensive Tier II and Tier III interventions. Each student will have a Personalized Learning Profile throughout their years at STRIVE (the contents of the Profile and systems to support them is fully explained in **Assessment**). It will contain key information, including internal and external assessment results, skills gaps and goals, and action steps in response to the data. These data in the profiles will drive instructional practices during core classes and guide the implementation of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules. Students and teachers will update the profile each quarter to include new assessment data, student goals, and appropriate action steps. In Leadership Seminar, homeroom teachers/advisors, will explicitly teach students how to understand what the data tells them about their progress, how to reflect on their progress and identify gaps and strengths, and how to address these through specific steps and decisions that will become their action plan. Then, teachers will have individual and small group discussions with students to help them design their individual plans which will be shared with families and placed in the Personalized Learning Profile.

At STRIVE, all students will participate in a rigorous college preparatory curriculum. As detailed below in the Curriculum Overview by Subject, all students will be provided high quality, rigorous and differentiated Tier I core instruction in ELA, math, science, and social studies. All instruction will be aligned to the Common Core State Standards, the Tennessee State Standards and Performance Indicators in science and social studies, and infused with the College Board's Pre-AP standards.

B. A Focus on Literacy

Many of the students in our target population are several grades behind their more affluent peers in Reading Language Arts. At the core of the curriculum at STRIVE Collegiate Academy is literacy. We believe that in order for our students to be successful, they must become proficient readers and writers. Research has consistently shown the connection between students' literacy skills and their success in high school, college, and career. A study conducted by the Annie E. Casey Foundation entitled *Double Jeopardy*²¹ presents the following dismal findings regarding reading proficiency and high school graduation:

²¹ Hernandez, Donald. *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Annie E. Casey Foundation: 2012.

- About 16 percent of children who are not reading proficiently by the end of third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.
- For children who were poor for at least a year and were not reading proficiently, the proportion failing to graduate rose to 26 percent.
- For children who were poor, lived in neighborhoods of concentrated poverty and not reading proficiently, the proportion jumped to 35 percent. (4)

The reality in Nashville, and in the McGavock cluster, is that many of our students will come to 5th grade reading 2-3 grade levels behind. Additionally, the majority of our students will be economically disadvantaged and thus facing “double jeopardy.” We are determined to have our students beat the odds, become proficient readers and get on the pathway to success in high school and becoming college-ready. Our instructional program, staffing model, and curricular approach are designed to ensure that all of our students develop these critical literacy skills. We believe that with more instructional time devoted to literacy instruction, plus an additional daily period of targeted reading instruction, intentional literacy emphasis in other core academic subjects, and individualized tutoring in literacy as needed, we will meet the literacy needs of all of our students.

At STRIVE, students will receive over two hours of dedicated literacy instruction in addition to content-driven literacy in other subject areas. All teachers are involved in the teaching of literacy and will receive the development they need to infuse literacy into their content areas as well as provide effective targeted reading instruction.

- **Intensive and Personalized Literacy Instruction.** STRIVE students will have 90 minutes of daily instruction in reading and writing using the proven and highly effective workshop model. In addition, all students will participate in an additional 45 minutes of reading instruction four times a week based on their identified reading level. Further, all other content areas will be infused with literacy instruction, as articulated in the Common Core State Standards. Finally, students will have the opportunity to receive individualized tutoring in literacy during our Integrated Tutoring Block (ITB) which is scheduled four times per week, and detailed later in this section.
- **Staffing to Support Literacy.** Our teachers will be content area specialists, and the 5th and 6th grade team will have two literacy teachers, two math teachers and one science/social studies teacher. The 7th and 8th grade team will have two literacy teachers, one math teacher, one science teacher, and one social studies teacher. With literacy as our instructional focus, we have designed our staffing to allow each literacy teacher to teach two sections per grade level up through grade 8, rather than four. In this model, literacy teachers teach approximate 60 students each, enabling them to truly know their students as readers and writers and design differentiated, tiered instruction that is responsive to their individual needs.

C. Effective Use of Additional Time

Research and common sense demonstrate that the idea of providing students who are academically behind a longer school day and longer academic year supports student achievement.²² At STRIVE, an extended

²² The 1994 landmark report, *Prisoners of Time*, released by the National Education Commission on Time and Learning, stated that a school year of 180 six-hour days is no longer enough to provide an effective education to all students and identifies time as a key lever in academic achievement. Many high performing schools across the country – including other successful charter schools in

school day and year will allow students and teachers the opportunity to maximize learning in order for the students to become college-ready graduates and successful in their post-secondary options. Our school year will run approximately two weeks longer than MNPS, and we will hold Saturday sessions five times per year for students and families. In addition to the extended year, the school day will begin at 7:30 a.m. and end at 4:15 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesday, students will be dismissed at 1:30 p.m. This equates to roughly 400 additional hours of schooling (approximately 60 days), when compared to the average district calendar of six hours per day for 180 days.

STRIVE's rigorous, literacy-focused academic program with intensive supports is only possible with intentional use of additional time. The longer school year, which includes our Summer Leadership Academy, allows us to ensure that all of our students are prepared to be successful by learning STRIVE routines and expectations as well as boosting up their essential academic skills. The additional time each day will allow us to provide 90 minutes per day of core instruction in ELA to all students; 90 (grades 5/6) and 60 (grades 7/8) minutes per day of math; plus targeted reading instruction to every student for 45 minutes four days a week; embedded, individualized supports for students through a dedicated tutoring period that meets four times per week; and consistent, curriculum-based leadership development instruction in our Leadership Seminar that meets three times per week. We will also use our additional time to promote our STRIVE values and celebrate students' academic and personal success through our weekly Community Meetings. To complement the academic program, we also offer electives to foster student investment and engagement with school; these will also promote student leadership and our literacy focus as student leaders will have the opportunity to help lead an elective, such as student newspaper. Our longer school day also allows us to incorporate physical fitness, a developmental need for middle school students, into each day. Further, we will hold five Saturday Academy sessions during the school year to provide leadership opportunities through service and support strong family connections through our Family Data Days. All components of our program are aligned to our mission, and it is through our effective use of additional time that we will achieve our mission and our goals. For more information regarding the school schedule, please see **Attachment 4**.

The longer day and year also provides more time for ongoing and intensive professional development during the summer as well as throughout the year. This ensures that our teachers are consistently delivering the high quality instruction that our students deserve and producing the results that our students are capable of. Each year teachers will participate in three weeks of training prior to the start of the year, five days during the year and four days at the end of the year as well as weekly sessions and ongoing coaching and feedback. Research demonstrates that strong professional development – including feedback and development, recognition, responsibility and advancement, and resources – is effective in attracting and retaining high quality teachers.²³ Accordingly, STRIVE's professional development program will incorporate these components. See **Professional Development** for a full description of our program.

Nashville and the proposed school leader's former high performing charter network – have designed longer school days to provide more time for students to learn.

²³TNTP. *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Public Schools*. 2012. Available at http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

III. College Prep Standards Based Curriculum

STRIVE’s curriculum will be aligned to the Common Core State Standards and Tennessee State Standards for social studies and science. In addition, STRIVE will incorporate Springboard Standards, the College Board standards for college and career readiness for all students in grades 6-12. In support of our vision and mission, our curriculum provides intensive literacy instruction throughout all content areas. We believe that if students increase in their reading levels, in conjunction with quality instruction in the other content areas, our students will achieve academically. All of our classrooms will be taught by high quality teachers who produce strong student results with an instructional design for small group instruction within the general education classroom, as well as an array of tiered supports to meet students’ needs. This intensive and individualized approach is designed to meet the specific needs of each student at STRIVE, including students who are academically behind, those with disabilities, and English language learners. The following chart provides a guide to the standards used to build STRIVE’s Curriculum Framework.

	5 th	6 th	7 th	8 th
English Language Arts	CCSS English Language Arts	CCSS English Language Arts SpringBoard ELA (Pre-AP Standards)	CCSS English Language Arts SpringBoard ELA (Pre-AP Standards) ACT Aspire	CCSS English Language Arts SpringBoard ELA (Pre-AP Standards) ACT Aspire
Mathematics	CCSS Mathematics SpringBoard Math	CCSS Mathematics SpringBoard Math	CCSS Mathematics SpringBoard Math ACT Aspire	CCSS Mathematics SpringBoard Math ACT Aspire
Science	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science ACT Aspire	TN State Standards Next Generation Science Standards CCSS Literacy Standards in Science ACT Aspire
Social Studies	TN State Standards CCSS Literacy Standards in Social Studies	TN State Standards CCSS Literacy Standards in Social Studies	TN State Standards CCSS Literacy Standards in Social Studies	TN State Standards CCSS Literacy Standards in Social Studies
Fitness/ Electives	State and National Standards for course	State and National Standards for course	State and National Standards for course	State and National Standards for course
Leadership	Character Education Quality Standards	Character Education Quality Standards	Character Education Quality Standards	Character Education Quality Standards

Curriculum Development

We will implement the following process to develop our curriculum. During the planning year, the proposed School Leader will develop subject specific curriculum maps, aligned to the appropriate standards noted above. This work will be informed by the School Leader's extensive experience in curriculum development and resources from existing high performing schools serving similar populations, such as UnCommon, KIPP and Achievement First, as well as the commercial curricular materials detailed below. Additionally, the School Leader will purchase and create fully-articulated model units that include weekly and daily plans.

We believe that teachers have a critical role to play in curriculum development, but also know that relying on teachers to develop the entire curriculum while also building a school is not an efficient or sustainable approach. To achieve the right balance and ensure investment in our highly skilled teachers, our approach is to provide teachers with clear curricular guidance and then provide them with the time and support to build on the guides and develop classroom level implementation. Specifically, for each of the first four years, we plan to provide teachers with a clear curriculum guide for each new course that includes a standards-based scope and sequence, and instructional strategies, assessments, and resources for each unit. (See **Attachment 15** for a sample template and curriculum map.) These standards-based guides will give teachers the 'what' in their lessons and the map for the year so that there is transparency with regard to what students should know and be able to do when they are promoted from each grade level. These guides will allow teachers to focus their instructional planning on daily and weekly instruction within each unit. During summer professional development prior to opening, teachers will begin to own the curriculum by building on the guides and working individually and in teams with the School Leader (the Literacy Coach and deans of student achievement in subsequent years) to develop classroom level assessments, units, and daily/weekly plans. In the following years, i.e., during the second year when the grade 5 ELA teacher is teaching the course again, teachers will have more skills and experience to refine and revise the course curriculum as needed.

Weekly and daily plans, based on the guides described above, will be developed using the approach outlined in *Understanding by Design* by Wiggins and McTighe.²⁴ Sample unit and daily plan templates may be found in **Attachment 15**. Utilizing this process to design units of instruction and assessments focuses learning on developing a deeper understanding of the important concepts in each subject area. The backward design process involves planning in four steps that focus on the following questions:

- Step 1: Identify desired results. What is worthy of or requires student understanding?
- Step 2: Determine acceptable assessment evidence. How will you know if students have reached the goals?
- Step 3: Identify specific daily objectives and potential misunderstanding. What learning experiences and teaching methods will promote understanding, interest, and excellence? What potential misunderstandings will you encounter?
- Step 4: Sequence objectives logically and calendar the unit/week. What needs to be taught each day in order to ensure mastery of unit objectives?

²⁴ Wiggins, G. and McTighe, J. *Understanding by Design*. Association for Supervision and Curriculum Development: 2005.

We expect our teachers to spend their instructional planning time thinking deeply through the above steps, particularly Step 3, with a focus on how to reach and teach each student. To support teachers in designing differentiated learning opportunities for students, we will utilize a variety of curricular resources in each subject area as well as provide intensive initial and ongoing training to our teachers. This will allow teachers to tailor the guided and independent practice portions of the lessons to students’ Personalized Learning Profiles. The curricular resources the School Leader has used to produce results in previous schools as well as other research-based, proven resources are identified for each subject area below.

IV. Curriculum Overview by Subject

I. English Language Arts

Literacy is at the foundation of our instructional model. Extensive research that supports the rigorous Common Core State Standards demonstrates that students must develop sophisticated literacy skills – reading, writing, speaking and listening – that allow them to engage deeply with texts and move beyond comprehension to analysis and synthesis across texts. We have designed STRIVE and our literacy program to equip all of our students with these skills. As stated above, the ELA program at STRIVE will be centered on the Common Core State Standards and the College Board’s Pre-AP Springboard standards. More specifically, STRIVE teachers in all grade levels will help students build knowledge through reading non-fiction and fiction texts, effectively use evidence from texts in speaking, writing and listening; and use complex texts and academic language. Students will demonstrate reading, writing, communication, and research skills each year at STRIVE, with an emphasis on interpreting complex texts and drawing evidence from various texts when writing argumentative or explanatory essays. The following chart explains the course progression for English Language Arts across each grade level at STRIVE:

5 th	6 th	7 th	8 th
Reader’s Workshop: Literature & Non-Fiction Reading	Reader’s Workshop: Literature & Non-Fiction Reading	English Language Arts: Literature & Non-fiction Reading	English Language Arts: Literature & Non-fiction Reading
Writer’s Workshop	Writer’s Workshop	Writer’s Workshop	Writer’s Workshop
Vocabulary and Word Study	Vocabulary and Word Study		

The following chart provides the CCSS English Language Arts College and Career Readiness Anchor Standards which will be the primary guide for our literacy program at STRIVE. Though too extensive to include here, these Anchor Standards are further articulated by grade level within the CCSS.²⁵

College and Career Readiness Anchor Standards	
Reading	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when write or speaking to support conclusions drawn from the text.

²⁵ <http://www.corestandards.org/ELA-Literacy/>

	<ol style="list-style-type: none"> 2. Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently.
Writing	<p>Texts Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selections, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and public writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames for a range of tasks, purposes, and audiences.
Speaking and Listening	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Language	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

Our literacy program provides opportunities for whole group, small group, and individualized instruction as well as intentional means to build a culture of literacy at the school that celebrates and encourages students to become skilled readers. Grounded in research and what works for middle school students, we will provide students with books that they can and want to read. Then, we will use those books to help students make sense of the text, explore words within real reading situations; we will also provide extensive and ongoing training to our teachers to ensure that they are delivering literacy instruction effectively.²⁶ Further, the STRIVE program will promote reading habits that research demonstrates are effective in promoting reading achievement for middle school students, including fostering recreational reading and ensuring teacher support and enthusiasm for reading.²⁷

²⁶ Ivey, Gay and Marianne I. Baker. “Phonics Instruction for Older Students? Just Say No.” *What Research Says about Good Reading Instruction*. Association for Supervision and Curriculum Development: March 2004. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/Phonics-Instruction-for-Older-Students%2%A2-Just-Say-No.aspx>

²⁷ Watkins and Edwards (1992) found that proficient readers in the middle grades tend to spend more time reading for enjoyment and make greater gains in reading achievement than less able readers. They also found that academic performance is closely related to reading performance. Finally, Watkins and Edwards also found that teachers’ attitudes toward reading significantly affect the amount of voluntary reading students do.

With this approach in mind, STRIVE has created an intentional literacy program that not only includes multiple opportunities for students to interact with texts and engage in discussion, and ongoing practice in reading and writing, it also includes intentional, ongoing professional development for teachers from school leadership, external experts (e.g., Readers/Writers Workshop and Fountas and Pinnell) and, beginning in year two, a full-time Literacy Coach. At STRIVE Collegiate, all students will spend a minimum of 135 minutes in literacy instruction per day, including a 90 minute English Language Arts class structured as Readers and Writers Workshop and a 45 minute Guided Reading/Literature Circle class. In addition, and as detailed below, literacy will be infused into all content areas at STRIVE.

The following chart provides a visual overview of the components of our ELA program. A detailed description of each is presented in the following pages.

Components of ELA at STRIVE				
Reading Assessments	Core Instruction	Tier II Support OR Enrichment, depending on each student's reading level		Additional for all
MAP F&P	Readers Workshop and Writers Workshop	Guided Reading (Tier II)	Literature Circle (enrichment)	Independent Reading Reading Competitions Buddy Reading
MAP – fall (entering students) and spring; F&P quarterly	90 minutes daily	45 minutes daily		Ongoing

To support our ELA program, we will utilize numerous curricular resources, in addition to providing leveled classroom libraries of fiction and non-fiction texts in each classroom. These include Lucy Calkins' Units of Study for Readers and Writers Workshop and Fountas and Pinnell's *Continuum of Literacy Learning*. The *Continuum of Literacy Learning* is fully aligned with the Common Core State Standards and identifies seven components that focus on each area of language arts: Interactive Read Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral, Visual, and Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading. It provides specific literacy behaviors and understandings by grade level and is designed to support planning group instruction. As appropriate we will also incorporate elements of the KIPP

National Reading/Writing Curriculum, and Springboard ELA to support our instructional planning.

The following charts provide a thorough description, including the research and rationale for each of STRIVE's research-based ELA curricular resources for grades 5-8 that have proven to be effective with our targeted population.

Grade 5 & 6

Curriculum	Description	Rationale & Research
Marzano (All core classes)	<ul style="list-style-type: none"> Includes words in the context of literature as well as content-based academic vocabulary 	<ul style="list-style-type: none"> In the proposed School Leader's previous school, she was able to incorporate Marzano's six steps to teaching vocabulary at the beginning of her Social Studies lessons. This allowed her the opportunity to

Curriculum	Description	Rationale & Research
	<ul style="list-style-type: none"> Systematic vocabulary instruction in all content areas is essential to students' development as readers, writers, and speakers. 	<p>align what students were learning in ELA class to her Social Studies classes. Students not only improved in her class, but was able to apply these methods in other classes as well as during assessments.</p> <ul style="list-style-type: none"> Using Marzano's six steps to teaching vocabulary ensures that students have 30 guaranteed academic terms from each content area stored in long-term memory, plus related words and cognitive verbs. Provides a comprehensive and systematic method to teaching and learning high leverage vocabulary on a school-wide level. Promotes a development of a rich vocabulary culture that accelerates learning as all content teachers and students leverage the same approach. Promotes teacher development such that teachers are selecting words, developing assessments, and selecting the appropriate activities for student practice. Integrates Common Core Tiered Vocabulary, a highly acclaimed work by Isabel Beck and Margaret McKeown, which is highlighted in CCSS publications.
Wordly Wise (All core classes)	<ul style="list-style-type: none"> Grade leveled aligned vocabulary list 	<ul style="list-style-type: none"> Rigorous vocabulary choices, aligns to Vocabulary Acquisition and use CCSS standards.
Reader's Workshop: Lucy Calkins' Units of Study for Teaching Reading, 3-5 (6 th grade available 14'-15')	<ul style="list-style-type: none"> Skill-focused mini-lesson, followed by time for students to read on their reading level while teacher conferences with students or groups Reader's Workshop supports strategy and skills instruction, with small group conferencing, and a volume of reading, with student reading from a selection of authentic texts on their independent level. Reader's Workshop includes standards for Literature, Reading Standards for Informational Text, Speaking and Listening: 	<ul style="list-style-type: none"> In the proposed School Leader's previous school, she utilized and led the workshop model in her ELA, Social Studies, & Math classes. This model allowed students to truly engage in text and independent practice at their individual levels. For example, during independent practice, each student was engaged in their books because it was at their "just-right" level. In addition, students, in particular, boys who did not like reading before attending her school begin to love reading because of the workshop model. There were many parents and high school staff, who received her students that spoke highly of her students when it came to their passion for reading and writing. Workshop structure provides students with the opportunity to learn and practice the discrete meta-cognitive and critical thinking skills necessary for reading comprehension. Reader's Workshop places emphasis on more independent reading. The lack of opportunities for regular, engaged reading may help account for why most students who are poor readers upon entry into high school remain to until graduation (Cappella &

Curriculum	Description	Rationale & Research
	Comprehension and Collaboration.	<p>Weinstein, 2001)²⁸. Frequent opportunities to read and read with assistance (i.e. in school) give students the opportunity to increase their reading levels. If students are not on grade level in reading when they enter high school (the Academy Model), they can't fully engage in the model because they won't have the basic skills.</p> <ul style="list-style-type: none"> • Once children have mastered basic reading skills, the surest road to a richer vocabulary and expanded literacy is wide and sustained reading (Allington, 2006)²⁹. The Workshop Model, our Guided Reading and Literature Circle block all complements each other to ensure students are engaged in reading. • Middle school students thrive on characters who are close to their age, who has recognizable feelings and realistic problems. Reader's Workshop gives student choice (a strong motivator) and teachers the ability to match student's reading ability to their interests (Powning & Atwell, 1995)³⁰. • Literary authority J.T. Guthrie (2002) sees another benefit to increasing reading stamina. If a teacher will encounter a high stakes test for her classroom in April, her best preparation is to increase motivation of students for extended, learning-focused, independent reading as early as possible in the academic year. Moving students from 10 minutes of independent reading per day to 30 minutes of learning-oriented reading per day will be the strongest test preparation that can be provided. By fostering students to become engaged readers, the teacher enables them to gain competence and self-efficacy³¹. • Ivey and Broaddus (2000) observed in a middle school classroom that teachers share goals during a one-in-one student conference. These sessions are the teacher's chance to provide individual students with coaching on what is being learned, as well as discuss book choices and give positive feedback to students. Individual conferencing encourages positive student-teacher relationships, as it is the teacher's mission to learn about diverse students as

²⁸ Cappella, E., & Weinstein, R.S. (2001). Turning around reading achievement: Predictors of high school students' academic resilience. *Journal of Educational Psychology*, 93, 758-771.

²⁹ Allington, R.L. (2002). What I've learned about effective reading instruction from a decade of studying exemplary classroom teachers. *Phi Delta Kappan*, 83, 740-747.

³⁰ Powning, J., & Atwell, N. (1995). Joe's top nine. *Voices from the Middle*, 2, 40-41.

³¹ Preparing students for high-stakes test taking in reading. In A. Farstrup & S. Samuels (Eds.). *What research has to say about reading instruction* (3rd ed.) (99.370-391). Newark, DE: International Reading Association.

Curriculum	Description	Rationale & Research
		<p>readers and writers and give each one individual support. Ivey and Broaddus (2000) suggest that teachers use the independent reading time not to model reading themselves, but to take on more of an instructional role and to conference with individuals³².</p>
<p>Common Core, The Wheatley Portfolio (5th & 6th)</p>	<ul style="list-style-type: none"> The Curriculum Maps (see Attachment 15 for an example) provided in the Wheatley Portfolio are sequenced, thematic units for grades K-12. The curriculum maps connect the skills listed in the CCSS in ELA with suggested literature works and informational texts and provide sample activities that teachers can utilize in their classrooms. 	<ul style="list-style-type: none"> The Wheatley Portfolio is based on the Common Core State Standards. In addition to the CCSS, the team at Common Core, Inc. consulted other model curricula and content materials (i.e. IB course outlines, MA ELA Curriculum Frameworks, etc.). The Wheatley Portfolio provides teachers with several resources to teach effectively. Some examples are “text studies” that guide close reading for students, curated texts that meet the complexity and rigor levels in the CCSS, and differentiated instruction guidance provided in each sample lesson plan.
<p>Lucy Calkins Units of Study in Writing (5th & 6th)</p>	<ul style="list-style-type: none"> Writing units of study aligned to CCSS. Includes units of study on narrative, informational, and opinion writing. Each unit guides students through the writing process in which they write several pieces within the genre of study. 	<ul style="list-style-type: none"> Highly scaffolded and explicit, direct instruction with a clear focus for teachers and exceptional professional development. Balanced focus on narrative, argumentative, and informational writing. Ample time for students to spend honing their writing craft. The Writer’s Workshop model can be aligned to Reader’s Workshop, ensuring students write in response to literary and informational text. Consistent and systematic approach to grammar is tied to writing instruction and reinforced during reading.
<p>Nancie Atwell’s Lessons That Change Writers (5th & 6th)</p>	<ul style="list-style-type: none"> Nancie Atwell shares her writing mini-lessons in a book of scripts and a three-binder packed with reproducibles for students. 	<ul style="list-style-type: none"> The workshop model gives teachers the opportunity to model the skill or strategy they are expected to learn. After the teacher models, the students have the opportunity to work individually, in pairs, or in groups to practice what they learned Adriana, L.M. (2006)³³. The workshop model enables teachers to teach the strategy the students are required to learn, and then conference with students during the time allotted for an activity. At this time, the teacher can also

³² Ivey, G., & Broaddus, K. (2000). Tailoring the fit: Reading instruction and middle school readers. *The Reading Teacher*, 54, 68-78.

³³ Adriana, L.M. (2006). Where the beginning ends: Studying leads in literature in order to write attention-getting introductions. *Journal of Adolescent and Adult Literacy*, 50(3), 190-193.

Curriculum	Description	Rationale & Research
		provide extra support to any students who may need it. Students can then be evaluated Robb, L. (n.d.) ³⁴ .
AP SpringBoard (6 th Grade)	<ul style="list-style-type: none"> College Board's College Readiness System created a 6-12 Pre-AP program that increases participating and prepares more students for success in AP, college and beyond without remediation. AP SpringBoard is based on the College Board Standards or College Success and is aligned to the Common Core State Standards. It is the only integrated college readiness solution that includes a curriculum, formative assessments, and professional development for staff. 	<ul style="list-style-type: none"> SpringBoard was written by practicing educators for grades 6-12, and includes scaffolding from level to level, emphasizes a student-centered curriculum, and builds on metacognitive skills. High schools using SpringBoard for three to five years have substantially more students taking AP courses³⁵. The use of SpringBoard improves AP scores, particularly among Latino and African American students.

Assessing Writing	Description	Rationale & Research
6+1 Trait Writing Model (5 th -8 th Grade)	<ul style="list-style-type: none"> The 6+1 Trait Writing Model is a trait-based instructional model that helps students achieve quality writing called for in the Common Core State Standards using writing rubric. It is used to score students' papers and is used across content areas as a rubric for good writing as a fundamental skill and an important part of instruction. 	<ul style="list-style-type: none"> The 6+1 Trait Writing Model can be used across grade level and content areas. We will use this model in ELA, Math (math journals), Science (science notebooks), & Social Studies (interactive notebooks) to ensure consistency in writing across the school. The proposed School Leader has used this model in her previous school and it provided a format for students to ensure excellent writing was taking place in every classroom every day. In response to the perceived neglect of writing in U.S. education, the National Commission on Writing proposed a set of recommendations for making writing a central element in school reform efforts (National Commission on Writing, 2006) and the 6+1 Writing Trait model includes these recommendations³⁶. The use of classroom-based writing assessments is supported by a recent meta-analysis that investigated

³⁴ Robb, L. (n.d.). Teaching a Reading and Writing Workshop. *Great Source*, 1-4.8.

³⁵ SpringBoard Compendium of Research. <http://springboardprogram.collegeboard.org/research/>

³⁶ The National Commission on Writing. http://www.collegeboard.com/prod_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf

Assessing Writing	Description	Rationale & Research
		the effectiveness of formative writing assessment in improving students' writing (Graham, Harris, & Hebert, 2011) ³⁷ .

7th & 8th Grade

Vocabulary Curriculum	Description	Rationale & Research
Marzano (All core classes)	<ul style="list-style-type: none"> Includes words in the context of literature as well as content-based academic vocabulary Systematic vocabulary instruction in all content areas is essential to students' development as readers, writers, and speakers. 	<ul style="list-style-type: none"> In the proposed School Leader's previous school, she was able to incorporate Marzano's six steps to teaching vocabulary at the beginning of her Social Studies lessons. This allowed her the opportunity to align what students were learning in ELA class to her Social Studies classes. Students not only improved in her class, but were also able to apply these methods in other classes as well as during assessments. Using Marzano's six steps to teaching vocabulary ensures that students have 30 guaranteed academic terms from each content area stored in long-term memory, plus related words and cognitive verbs. Provides a comprehensive and systematic method to teaching and learning high leverage vocabulary on a school-wide level. Promotes a development of a rich vocabulary culture that accelerates learning as all content teachers and students leverage the same approach. Promotes teacher development such that teachers are selecting words, developing assessments, and selecting the appropriate activities for student practice. Integrates Common Core Tiered Vocabulary, the highly acclaimed work by Isabel Beck and Margaret McKeown, that is highlighted in CCSS publications
Wordly Wise (All core classes)	<ul style="list-style-type: none"> Grade leveled aligned vocabulary list 	<ul style="list-style-type: none"> Rigorous vocabulary choices, aligns to Vocabulary Acquisition and use CCSS standards.

³⁷ Graham, S., Harris, K., & Hebert, M. (2011). Informing Writing. The Benefits of Formative Assessment. *A Report from Carnegie Corporation of New York*, 6.

Workshop Model	Description	Rationale & Research
Common Core, The Wheatley Portfolio	<ul style="list-style-type: none"> The Curriculum Maps (see Attachment 15 for an example) provided in the Wheatley Portfolio are sequenced, thematic units for grades K-12. The curriculum maps connect the skills listed in the CCSS in ELA with suggested literature works and informational texts and provide sample activities that teachers can utilize in their classrooms. 	<ul style="list-style-type: none"> The Wheatley Portfolio is based on the Common Core State Standards. In addition to the CCSS, the team at Common Core, Inc. consulted other model curricula and content materials (i.e. IB course outlines, MA ELA Curriculum Frameworks, etc.). The Wheatley Portfolio provides teachers with several resources to teach effectively. Some examples are “text studies” that guide close reading for students, curated texts that meet the complexity and rigor levels in the CCSS, and differentiated instruction guidance provided in each sample lesson plan.
Lucy Calkins Units of Study in Writing	<ul style="list-style-type: none"> Writing units of study aligned to CCSS. Includes units of study on narrative, informational, and opinion writing. Each unit guides students through the writing process in which they write several pieces within the genre of study. 	<ul style="list-style-type: none"> Highly scaffolded and explicit, direct instruction with a clear focus for teachers and exceptional professional development. Balanced focus on narrative, argumentative, and informational writing. Ample time for students to spend honing their writing craft. The Writer’s Workshop model can be aligned to Reader’s Workshop, ensuring students write in response to literary and informational text. Consistent and systematic approach to grammar is tied to writing instruction and reinforced during reading as well.
Nancie Atwell’s Lessons That Change Writers	<ul style="list-style-type: none"> Nancie Atwell shares her writing mini-lessons in a book of scripts and a three-binder packed with reproducibles for students. 	<ul style="list-style-type: none"> The workshop model gives teachers the opportunity to model the skill or strategy they are expected to learn. After the teacher models, the students have the opportunity to work individually, in pairs, or in groups to practice what they learned Adriana, L.M. (2006).⁶ The workshop model enables teachers to teach the strategy the students are required to learn, and then conference with students during the time allotted for an activity. At this time, the teacher can also provide extra support to any students who may need it. Students can then be evaluated Robb, L. (n.d.).⁷
AP SpringBoard	<ul style="list-style-type: none"> College Board’s College Readiness System created a 6-12 Pre-AP program that increases participating and prepares more students for success in AP, 	<ul style="list-style-type: none"> SpringBoard was written by practicing educators for grades 6-12, and includes scaffolding from level to level, emphasizes a student-centered curriculum, and builds on metacognitive skills. High schools using SpringBoard for three to five years has substantially more students taking AP courses.⁸

Workshop Model	Description	Rationale & Research
	<p>college and beyond without remediation.</p> <ul style="list-style-type: none"> AP SpringBoard is based on the College Board Standards or College Success and is aligned to the Common Core State Standards. It is the only integrated college readiness solution that includes a curriculum, formative assessments, and professional development for staff. 	<ul style="list-style-type: none"> The use of SpringBoard improves AP scores, particularly among Latino and African American students.⁸

Key Literacy Components

1. Key Reading Assessments

To support effective implementation of our literacy program for each student, STRIVE will assess students at the beginning of the year to determine their instructional reading level using Northwest Education Association’s Measures of Academic Progress (NWEA MAP) and Fountas and Pinnell (F&P) Benchmark assessments. These assessments provide different information with regard to students’ reading levels: the MAP provides a student’s Lexile score as well as connections to specific Common Core standards that can be used to guide classroom instruction while the F&P provides a student’s individual reading level (which correspond to Lexile) and also gives detail regarding characteristics of appropriate books for that level (i.e., text structure, themes and ideas, language and literary features) as well as suggested book titles. Further, F&P is designed to be used as a frequent assessment; as such, we will administer the F&P quarterly to monitor progress, adjust student groupings, and tailor instruction to student needs. Beyond ELA instruction in workshop and in homogeneous guided reading reading groups, all teachers will use F&P data to differentiate their instruction according to student needs. For example, the math teacher will know student’s instructional reading level and will use that to support and challenge students as they work in their math journal to annotate, solve, and explain word problems.

2. Readers and Writers Workshop

We will implement the research-based and proven approach of Readers and Writers Workshop in our 90 minute daily ELA class. Supported by extensive research, years of implementation in the field, and professional development and curricular support from The Reading and Writing Project at Teachers College,³⁸ Readers and Writers Workshop will help us achieve our ambitious goals for students’ literacy at STRIVE. Teachers will intentionally use their daily 90 minute block to incorporate both readers and writers workshop, with some days including both elements and other days focusing on either reading or writing.

As explained further in **Instructional Strategies** the workshop model incorporates opportunities for direct instruction through the mini-lesson, guided practice during conferences, and differentiated independent

³⁸ <http://readingandwritingproject.com/about/overview.html>

practice during independent reading and writing time. This approach to literacy instruction is well-suited to our target population, as well as students with disabilities and English language learners as it allows us to meet each student at his/her performance level and then provided individualized instruction within the classroom.

Readers Workshop supports implementation of the Common Core State Standards through its emphasis on students actively reading, engaging in shared texts, reading texts at their level, and interacting with peers and the teacher around texts. The goal of Readers Workshop is to foster independence in reading through continual application of reading skills to texts and ongoing support and guidance in doing so. This model can be effectively used with both fiction and nonfiction texts, as expected in the Common Core. The structure of a Readers Workshop lesson follows a simple and predictable format that includes the following elements.

- Teacher led mini-lesson on an explicit reading skill or strategy, such as inferencing or summarizing.
- Guided practice with the teacher on applying the skill.
- Independent reading at students’ instructional reading level. At STRIVE, we will work to build students’ reading stamina and this portion of the lesson will increase through students’ years at the school.
 - This component includes a reading journal that each student maintains to record their responses, their implementation of the skill and questions that they have about the text.
 - During this time the teacher leads conferences with students. These can be individual conferences or small groups, depending on the need. This portion of the lesson provides built in opportunities for differentiated instruction personalized learning, a hallmark of STRIVE.
 - The teacher may also provide a mid-workshop teaching point during this time. This allows the teacher to share an individual student or a group of students’ learning that would be useful for the whole class.
- The final part of the reading workshop is Sharing Time. In this portion of the lesson, students share their reading notebook with a peer or a small group of peers. This type of interaction supports students’ development of listening and speaking skills as well as fosters the use of academic language.

For example, in a grade 5 ELA class at STRIVE, the teacher might present a lesson on identifying figurative language used by the author and will ask and explain why authors use figurative language using the text *Among the Hidden* and their independent reading books. During a brief mini-lesson, the teacher will present examples of figurative language, such as similes, metaphors, and personification, the teacher will read aloud excerpts from *Among the Hidden* and show students how he/she identified where the author is using figurative language, such as: “as silently as a shadow.” Then during guided practice, the teacher will read another paragraph and ask the students to identify the figurative language in sentences such as, “Luke suddenly felt like the radio was as loud as an entire orchestra.” And “like the smell of baking bread could fill three counties.” For each example, the students will turn and talk with their shoulder partner and then share out. Together, the teacher and students will record the figurative language in their graphic organizer, which asks students to identify the figurative language, explain why the author used the language, and how it fits into the story. During independent practice, students will read texts at their instructional reading level to identify and analyze figurative language while the teacher conferences with individuals and small groups of students. At the lesson close, students will join their regular small group to share out their findings, then

all students will complete the exit ticket on figurative language so the teacher can gauge each student's understanding.

Similarly, Writers Workshop follows a structured format that provides students with the opportunity to actively engage in writing, beginning with guidance from the teacher and group practice then moving to independent practice and feedback, and finally, sharing. This approach toward writing works well for a variety of types of writing, including informational, argument/opinion, and narrative. At STRIVE, we will use the workshop model to teach all students the range of writing they need to master to be successful in high school, college, and beyond. The Writers Workshop follows a simple and predictable format that includes the following elements.

- A teacher-led mini-lesson. At STRIVE, we will use the mini-lesson to model a writing strategy or technique, such as topic sentence and supporting ideas; making a claim and supporting it with evidence; revising writing for organization and detail; conventions and grammar; use of dialogue, etc. We will use this portion of the workshop to launch the lesson, provide guided practice, and prepare students for individual writing.
- Independent writing. Just as in the Readers Workshop, this is a time when students apply the skill from the mini-lesson in their writing.
 - Through the writing process (e.g., pre-writing, drafting, revising), students will practice and develop their writing skills.
 - Teachers circulate to confer with students on their writing individually or in small groups. STRIVE teachers will give specific, actionable, criterion-based feedback to students to help them master the skill at hand. Again, this model ensures that students are receiving personalized instruction during this portion of the lesson.
 - Students may also confer with each other, reviewing and giving feedback on each other's drafts. STRIVE teachers will explicitly teach this skill to students, so that their feedback is grounded in exemplar work (i.e., a rubric) and has evidence to back it up.
- Sharing. This is the last portion of the workshop and provides students ("authors") the opportunity to share their writing. This will look different depending on the grade level at STRIVE, with students in grades 5 and 6 practicing their skills with Author's Chair, and students in grades 7 and 8 presenting excerpts of their writing and their peers learning to provide robust feedback and support as we build students' writing skills.

Building on the writing skills students learn in Writers Workshop, STRIVE students will engage in writing in all subject areas. Samples of literacy work in each subject are described below in each curricular overview. To rapidly boost students' writing skills, it is useful for all teachers to teach and assess writing in a similar manner. To this end, we will use the 6+1 Writing Traits approach to evaluating writing within Workshop as well as in other academic classes. This will provide a common language among all content areas and a research-based model that identifies common characteristics of good writing. The 6+1 Traits of high quality writing are: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. We will use the teacher-friendly 6+1 Traits Writer's Rubric ³⁹ across content areas.

³⁹ http://educationnorthwest.org/webfm_send/1431

3. Additional Reading Instruction for ALL Students

Beyond Readers and Writers Workshop, we will set aside additional time four days a week for students to engage in targeted reading instruction. This additional 45 minutes is a component of our RTI model, with Guided Reading being a key Tier II intervention and Literature Circle being an enrichment opportunity. While Tier II interventions are designed to serve approximately 10-15% of students,⁴⁰ we expect a higher percentage of our students will enter STRIVE below grade level in reading and need this additional support, more so in grades 5 and 6 with fewer needing it in grades 7 and 8. We anticipate that guided reading will be our primary mode of additional reading instruction in grades 5 and 6 as we build our students' reading skills, and that by grade 7 and 8, more and more students will be engaged in literature circles. Student placement in a specific guided reading group or literature circle will be determined by their performance on the reading assessments presented above and students will be regrouped at quarterly intervals aligned to our administration of the F&P, with the intention that the groupings are flexible and responsive. Through explicit professional development and ongoing support from the School Leader and Literacy Coach, all teachers will be trained to teach guided reading and literature circles.

- **Guided Reading (Tier II)**

Guided reading is a research-based and well-respected approach to providing targeted reading instruction. As described by Fountas and Pinnell, Guided Reading is small-group reading instruction purposefully designed to provide differentiated teaching that promotes students' reading proficiency (Fountas and Pinnell, 1996). While often implemented in elementary schools, we are intentionally incorporating into our middle school model to ensure all of our students have the reading skills they need to be successful.

With explicit teacher guidance, STRIVE students will read and talk about a variety of texts, both fiction and nonfiction in Guided Reading lessons. Based on students' instructional reading level, as identified through quarterly Fountas and Pinnell assessments and corresponding text gradient, we will group students and select appropriate texts, ones that they can read successfully with instructional support. In guided reading lessons, teachers briefly introduce the text and then students quickly begin reading. The teacher observes the students as they read the text softly or silently to themselves. The small group structure allows teachers to explicitly teach comprehension strategies such as inferring, synthesizing, analyzing, and critiquing, all elements of reading supported by the National Reading Panel. After reading, STRIVE teachers will guide students in a discussion that supports comprehension and higher order thinking. Students will discuss their inferences, predictions, new learnings, the writer's craft, and critique. Importantly, in all groups regardless of instructional reading level, STRIVE teachers will teach students a range of reading strategies, including: finding and using information, self-correcting, summarizing, maintaining fluency, predicting, making connections to self, the world, and other texts, synthesizing, inferring, analyzing, and evaluating. The Literacy Coach will model Guided Reading lessons as well as regularly observe and provide feedback on teachers' implementation of Guided Reading.

⁴⁰ RTI2 Framework. www.tncore.gov

- **Literature Circles (Enrichment)**

To promote authentic engagement with reading, peer to peer discourse, and a life-long love of reading, we will implement literature circles. In literature circles, students take more of a leadership role and begin to learn to ask their own questions and work with peers to answer them. Research indicates that effective literature circles promote students' skill in working together to build meaning from text: "Collaboration is at the heart of this approach [literature circles]. Students reshape and add onto their understanding as they construct meaning with other readers."⁴¹ Further, literature circles provide a means to teach, not just assess, multiple components of reading comprehension, including character, plot, setting, theme, literacy devices, making connections across texts, inferring, predicting, and evaluating the text. They also encourage students to ask their own questions, which supports their Self-Advocacy skills.

We will intentionally teach students to engage effectively in literature circles, and following our gradual release model, we will increase students' responsibility for text selection and leading discussions as they progress through the grades at STRIVE. Some key components of effectively literature circles in all grades include:

- Students having input into text selection;
- Students using written or drawn notes to guide their reading and discussion;
- Students being assigned roles or tasks to complete for each group meeting;
- Creating small, temporary groups based on the text/topic;
- Having different groups read different books;
- The teacher and students establishing discussion guidelines;
- The teacher modeling how students will facilitate each role or job; and
- The teacher serving as a facilitator, observer, listener and often fellow reader, alongside students.⁴²

Using the Common Core exemplar texts as a guide, we will provide students with options of high quality texts to choose from, such as Taylor's *Roll of Thunder, Hear my Cry* and Goodrich and Hackett's *The Diary of Anne Frank: A Play* as well as non-fiction options like *Narrative of the Life of Frederick Douglass*. In grades 5 and 6, we will provide fewer choices and spend time modeling and practicing all components of literature circles to build a strong foundation for students. In grades 7 and 8, students will assume more leadership of the discussion as well as the implementation of literacy circles, particularly peer leaders, as they deepen their skills of analysis, collaboration, and love of reading.

4. More Programs to Support Literacy

Acknowledging that all of our students will not come to STRIVE Collegiate with a love for and habit of reading, we have planned several opportunities for students to develop one. We will help students develop the habits of strong readers and build a culture of literacy at the school.

⁴¹ A study by Schlick Noe and Johnson, 1999, cited p. 3 in Day, Jeni Pollak et al. *Moving Forward with Literature Circles: How to Plan Manage and Evaluate Literature Circles that Deepen Understanding and Foster a Love of Reading*. New York: Scholastic Professional Books. 2002.

⁴² Day's work provides a research base and a useful overview of designing and implementing literacy circles.

- **Independent Reading**

To learn to love reading and to become a strong reader, students need a significant amount of time to practice reading. Research indicates that students reading achievement correlates to the amount of independent reading they do (Anderson, Wilson, and Fielding 1988). The components of our ELA program outlined above provide students with numerous opportunities during the day to engage with texts at grade level as well as at their instructional reading level. Beyond this, we want students to learn to select their own books and become voracious readers on their own. To help support this, we will expect students to have a self-selected independent reading book with them at all times throughout their years at STRIVE. When finished with an assignment in class, students will know to take out their independent reading book; when they have a few moments between classes, students may read a few pages; before school, after school, at lunch, all of these times provide an opportunity for students to read.

- **Reading Competitions**

Through reading logs and other systems, we will track the amount of reading our students do. To additionally incentivize reading, we will have competitions based on the number of books read as well as competitions modeled on the Million Word Challenge. We will post visuals throughout the school promoting reading and tracking reading progress by individual, by homeroom/advisory, and by grade level. Friendly competition among homerooms and grade levels will tap into middle school energy and promote positive academic choices. We will also celebrate and recognize readers at Community Meeting and in our quarterly and end of year academic celebrations.

- **Buddy Reading**

STRIVE will also build in opportunities for students to engage in peer reading. Through our peer leadership structures, students will be partnered with a buddy reader. This might be an 8th grader reading with and to a 5th grader during Integrated Tutoring Block, an advisory being partnered with another advisory for students to discuss their independent reading book with a buddy reader, or other cross-grade structures. These structures provide students ways to model fluent reading, engage in academic conversations, and share their favorite books.

II. Mathematics

In addition to our literacy focus, we know that students must develop strong mathematical skills and that many of our students will enter STRIVE lacking these essential skills. As such, we will provide all of our students with extensive instruction and support in mathematics each year. The STRIVE math program will embrace the increased rigor and focus offered by the Common Core State Standards in mathematics. The new standards emphasize a deeper focus, coherence of topics by grade, and rigor in conceptual understanding, fluency and application. Students in all grades will engage with the following eight mathematical practices as articulated in the CCSS:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision

- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The following chart explains the course progression for Mathematics across each grade level at STRIVE:

5 th	6 th	7 th	8 th
Operations and Algebraic Thinking	Ratios and Proportional Relationships	Ratios and Proportional Relationships	The Number System
Number and Operations in Base 10	The Number System	The Number System	Expressions & Equations
Number and Operations—Fractions	Expressions & Inequalities	Expressions & Inequalities	Functions
Measurement and Data	Geometry	Geometry	Geometry
Geometry	Statistics and Probability	Statistics and Probability	Statistics and Probability

The following chart provides an overview of content standards in mathematics by grade level.⁴³

Overview of Mathematical Standards by Grade Level	
5th Grade	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Write and interpret numerical expressions. • Analyze patterns and relationships. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiple and divide fractions. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
6th Grade	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve them <p>The Number System</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables. <p>Geometry</p> <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume. <p>Statistics and Probability</p>

⁴³ [http://www. http://www.corestandards.org/Math/](http://www.corestandards.org/Math/)

	<ul style="list-style-type: none"> • Develop understanding of statistical variability. • Summarize and describe distributions.
7th Grade	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world and mathematical problems. <p>The Number System</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of operations with fractions to add, subtract, multiple, and divide rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. <p>Geometry</p> <ul style="list-style-type: none"> • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use and evaluate probability models.
8th Grade	<p>The Number System</p> <ul style="list-style-type: none"> • Know that there are numbers that are not rational, and approximate them by rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. <p>Functions</p> <ul style="list-style-type: none"> • Define, evaluate and compare functions. • Use functions to model relationships between quantities. <p>Geometry</p> <ul style="list-style-type: none"> • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. <p>Statistics and Probability</p> <ul style="list-style-type: none"> • Investigate patterns of association in bivariate data.

In mathematics, the instructional shifts articulated in the Common Core include: focus, coherence, and rigor (fluency, conceptual understanding, and application).⁴⁴ The emphasis on focus and coherence (i.e., clear vertical connections across grades) fosters instruction that centers on priority concepts by grade level and establishes a clear progression of content across the grades. Fluency, deep understanding, and applications encompass the idea of rigor, which will be evidenced across STRIVE classrooms as described below.

The Common Core requires a dual intensity of both fluency and deep understanding; thus, our instruction will incorporate opportunities to develop mathematical fluency on a daily basis. In fifth, sixth, seventh, and

⁴⁴ http://www.tncore.org/math/standards_and_shifts/instructional_shifts.aspx

eighth grades, these fluencies include fractions, place-value, multi-digit decimal operations, solving equations, and solving simple systems by inspection. These might include timed drills, standing questions (when the teacher poses questions to each student in rapid succession, such as “What is $\frac{1}{4} \times \frac{1}{4}$?” and “What is the hundredth place?”). Ongoing practice in these skills will be a consistent component of our mathematics instruction. This focus on fluency will develop students’ automaticity, which will support their success in more rigorous, conceptual applications in math.

Mathematics instruction will also promote students’ deep understanding by focusing on mathematical truths, rather than memorizing procedural steps. For example, teachers will continually push students to think mathematically rather than learn procedural gimmicks that do not promote conceptual understanding, i.e., they will explain that equations must be true mathematical statements rather than teaching that equations must balance like a scale. Our mathematics classrooms will allow students to struggle with concepts, require them to articulate mathematical reasoning, and offer real-world experiences in which they apply the mathematical concepts they have learned, and develop their independence and capacity for mathematical decision making. This approach to mathematics instruction fosters the eight mathematical practices noted above that the CCSS require in each grade. Our teachers will be facilitators of student thinking in mathematics, teaching students to engage each other, see and explain mathematical patterns, and apply their learning to the world.

To ensure that our students have sufficient time to master critical math skills, we have intentionally designed our program with additional time and teachers in mathematics in grades 5 and 6. Similar to the staffing and structure in all grades in ELA, our math program will have two teachers per grade level to allow students to have more instructional time in math (90 minutes per day,) and to allow our teachers to teach fewer students. This structure also allows for collaborative planning among grade level math teachers. With this significant investment of time and resources in grades 5 and 6, we will make sure that all students are ready to excel in grades 7 and 8, where we will have one math teacher per grade level and math class will be 60 minutes. Math classes will following a gradual release model, which will include; introduction to new material, guided practice, collaborative practice, and differentiated independent practice. Our implementation of the gradual release model is further explained in **Instructional Strategies** later in this section.

We will utilize a variety of mathematics curricular resources to implement our math program. Combining the School Leader’s experiences and proven curricular resources we are considering Eureka Math, Saxon mathematics, and Springboard Mathematics resources. Of these, Eureka Math⁴⁵ is very compelling for our program because its modules include instructional materials directly aligned to the fluency and rigor of the CCSS, have a literacy component, and provide standards-based mid- and end-unit assessments. Specifically, the curriculum materials include a bank of fluency activities that purposefully preview or build skills for the day’s primary concept; the conceptual understanding component is intentionally introduced in each module through sample problems, high quality problem sets, vignettes and student work samples; it supports student discourse in math through its Student Debrief questions and a Read-Write-Draw approach to problem solving; finally, it includes mid- and end-unit assessments that are more in-depth than teachers’ weekly assessments and will provide teachers useful data on students’ progress through the unit. The School Leader will continue to research math resources to ensure that STRIVE utilizes effective curricular materials, but research to date indicates that Eureka Math, which is used by

⁴⁵ <http://commoncore.org/maps/math/home>

high performing charter networks and aligns to the CCSS and our approach to mathematics instruction, would be a good choice.

The following charts provide a thorough description, including the research and rationale for each of STRIVE’s research-based Mathematics curricula resources for grades 5-8 that have proven to be effective with our targeted population.

5th & 6th Grade

Curriculum	Description	Rationale & Research
Eureka Math (formerly known as EngageNY)	<ul style="list-style-type: none"> • A complete PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common CCSS and carefully sequences the mathematical progression into crafted instructional modules. • Comprehensive curricular modules with assessments, tasks, rubrics, and practice sets • Supplement Eureka Math to support flexibility in problem-solving across math concepts. • Cognitively Guided Instruction (CGI) is a professional development program that increases teachers’ understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. • There is not set curriculum. Teachers use the CGI framework with existing curriculum materials, or they use CGI principles to help develop their own math curriculum. 	<ul style="list-style-type: none"> • Eureka Math lessons are based on the instructional shifts in fluency, application, concept development, and debrief sections in grade 5. • Eureka Math is focused on problem sets, exploration, Socratic discussion, and modeling to help students internalize the true meaning of coherence and foster deep conceptual understanding at the middle and high school level. • Eureka Math uses the research-based model of Universal Design for Learning (UDL) to address the needs of diverse learners. This structure asks teachers to consider multiple means of representation, action and expression, and engagement. • Eureka utilizes the UDL framework to provide methods for teachers to cater to English Language Learners, Students with Disabilities, Students Performing above Grade Level, and Students Performing below Grade Level. • The team who created the Eureka Math curriculum are all lead experts in the field of math across the country.
Cognitively Guided Instruction (CGI)	<ul style="list-style-type: none"> • Supplement Eureka Math to support flexibility in problem-solving across math concepts. • Cognitively Guided Instruction (CGI) is a professional development program that increases teachers’ understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. 	<ul style="list-style-type: none"> • A study of 144 CGI students and 144 control students reported¹¹: <ul style="list-style-type: none"> - CGI students scored significantly higher than control students on the written problem-solving test - CGI students significantly outscored control students on the word problems portion of the interview • The CGI students also scored significantly higher than control students on the number-facts section of the interview

Curriculum	Description	Rationale & Research
	<ul style="list-style-type: none"> There is not set curriculum. Teachers use the CGI framework with existing curriculum 	
AP SpringBoard 6 th Grade	<ul style="list-style-type: none"> College Board's College Readiness System created a 6-12 Pre-AP program that increases participating and prepares more students for success in AP, college and beyond without remediation. AP SpringBoard is based on the College Board Standards or College Success and is aligned to the Common Core State Standards. It is the only integrated college readiness solution that includes a curriculum, formative assessments, and professional development for staff. 	<ul style="list-style-type: none"> SpringBoard was written by practicing educators for 6-12 grade and includes scaffolding from level to level, emphasizes a student-centered curriculum, and builds on metacognitive skills. High schools using SpringBoard for three to five years has substantially more students taking AP courses⁴⁶. SpringBoard use improves AP scores, particularly among Latino and African American students.

7th & 8th Grade

Curriculum	Description	Rationale & Research
Eureka Math (formerly known as EngageNY)	<ul style="list-style-type: none"> A complete PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common CCSS and carefully sequences the mathematical progression into crafted instructional modules. Comprehensive curricular modules with assessments, tasks, rubrics, and practice sets Supplement Eureka Math to support flexibility in problem-solving across math concepts. Cognitively Guided Instruction (CGI) is a professional development program that increases teachers' understanding of the knowledge that students bring to the math learning process and how they connect that knowledge with formal concepts and operations. 	<ul style="list-style-type: none"> Eureka Math lessons are based on the instructional shifts in fluency, application, concept development, and debrief sections in grade 5. Eureka Math is focused on problem sets, exploration, Socratic discussion, and modeling to help students internalize the true meaning of coherence and foster deep conceptual understanding at the middle and high school level. Eureka Math uses the research-based model of Universal Design for Learning (UDL) to address the needs of diverse learners. This structure asks teachers to consider multiple means of representation, action and expression, and engagement. Eureka utilizes the UDL framework to provide methods for teachers to cater to English Language Learners, Students with Disabilities, Students Performing

⁴⁶ Villasenor, A., and H. S. Kepner. 1993. "Arithmetic from a Problem-Solving Perspective: An Urban Implementation." *Journal for Research in Mathematics Education* 24: 62–70.

Curriculum	Description	Rationale & Research
	<ul style="list-style-type: none"> There is not set curriculum. Teachers use the CGI framework with existing curriculum materials, or they use CGI principles to help develop their own math curriculum. 	<p>above Grade Level, and Students Performing below Grade Level.</p> <ul style="list-style-type: none"> The team who created the Eureka Math curriculum are all lead experts in the field of math across the country.
AP SpringBoard	<ul style="list-style-type: none"> College Board’s College Readiness System created a 6-12 Pre-AP program that increases participating and prepares more students for success in AP, college and beyond without remediation. AP SpringBoard is based on the College Board Standards or College Success and is aligned to the Common Core State Standards. It is the only integrated college readiness solution that includes a curriculum, formative assessments, and professional development for staff. 	<ul style="list-style-type: none"> SpringBoard was written by practicing educators for 6-12 grade and includes scaffolding from level to level, emphasizes a student-centered curriculum, and builds on metacognitive skills. High schools using SpringBoard for three to five years has substantially more students taking AP courses. SpringBoard use improves AP scores, particularly among Latino and African American students.

Literacy in mathematics

To support our literacy focus, we will infuse our mathematics instruction with opportunities for students to build literacy skills. Students will learn how to effectively annotate word problems using similar strategies that they use to attack a text they are reading in English, science, and social studies. In addition to this daily emphasis on literacy, we will utilize two specific strategies to build students’ literacy skills in math.

- **Math journal**

Students in all grades at STRIVE will have a math journal. The journal will be used to teach students to dissect math problems and write about math. Using graphic organizers that help students lay out the problem, students will learn to determine the key words and concepts in math problems and use these to identify strategies to solve them. In addition, students will learn to use language to explain their mathematical thinking and justify their answers. Students will not only write how they solved particular problems but also explain in writing why they solved them that way.

- **Structured Math Talks**

Structured Math Talks will be a key strategy in all of our math classrooms at STRIVE. In this approach, students engage with a partner (see Shoulder Partner in Instructional Strategies) to listen to and verbally share their mathematical thinking. According to a study by the National Research Council, *Adding it Up: Helping Children Learn Mathematics*,⁴⁷ students need to learn to think mathematically and speak mathematically in order to learn. Additionally, the study indicates that interaction, teacher-student and student-student, is essential to developing mathematical thinking. Structured math talks provide a means for students to purposefully interact with each other and

⁴⁷ National Research Council. *Adding It Up: Helping Children Learn Mathematics*. Washington, DC: The National Academies Press, 2001.

engage in mathematical discourse. Asking students to listen and compare, revoice and compare, and interpret and compare each other’s mathematical thinking promotes students’ literacy and math skills as they build their speaking and listening skills using mathematical language.

III. Social Studies

The social studies curriculum at STRIVE will be aligned to the newly developed Tennessee state standards for social studies, to be implemented in 2014-2015.⁴⁸ As outlined in the table below, STRIVE students will follow a course sequence that includes American history in grades 5 and 8 and world history in grades 6 and 7. Specifically, students in grade 5 will study the History of America from 1850; students in grade 6 will study world history and geography: early civilizations through the decline of the Roman Empire; students in grade 7 will study world history and geography: the Middle Ages to the Exploration of the Americas; students in grade 8 will study United States history and geography: colonization of North America to Reconstruction and the American West. Students in grades 5 and 6 will alternate their study of social studies and science each quarter. The following chart explains the course progression for Social Studies across each grade level at STRIVE:

5 th	6 th	7 th	8 th
United States History & Geography: History of America from 1850	World History & Geography: Early civilizations through the decline of the Roman Empire (5 th century C.E.)	World History and Geography: The Middle Ages to the Exploration of the Americas	U.S. History and Geography: Colonization of North America to Reconstruction and the American West

In addition to the historical content outlined in the state standards, the social studies program will be a strong component of our literacy work at STRIVE. Guided by the CCSS for literacy in social studies, teachers will explicitly teach students to analyze non-fiction texts; effectively collect and use evidence for argumentative and research-based writing; and synthesize information from a variety of sources. Our writing emphasis in social studies will be on the expository and argumentative and will require students to synthesize information content focused readings (primary and secondary sources beyond the text) historical events), including charts, tables, and other media, into one cohesive idea.⁴⁹ STRIVE social studies classes will explicitly teach students basic research skills, utilizing both print and online resources, effective note-taking, and developing an evidenced-based argument as well as guide students in interpreting maps, tables, and graphs. Teachers will also link themes to the Leadership Seminar curriculum.

Our literacy infused approach to teaching social studies is illustrated in the following example. In a grade 5 unit on Native Americans, students would learn about specific tribes as well as individual Native Americans by reading non-fiction texts, including biographies. Students may become an expert in one particular topic and delve deeply into their text, such as *Sacajawea*, *Sitting Bull*, or a broader topic such as, *The Choctaw*. (These and similar texts would be part of students’ classroom leveled libraries.) Students would read to learn with these texts and use their knowledge to take notes, summarize, and organize information. In addition, an assignment in this unit might be for students to write a journal entry (i.e.,

⁴⁸ <http://www.tn.gov/education/curriculum.shtml>

⁴⁹ <http://tncore.org/sites/www/Uploads/Literacy%206-12%20Curricular%20Guidance.pdf>

personal narrative) from the perspective of the person or tribe they are researching using one to two texts as a resource. As students progress through the grades at STRIVE, writing in social studies will incorporate multiple texts, including primary sources, and using these texts to construct an argument. For example, students in grade 8 might examine relevant Constitutional amendments and develop a thesis and support essay addressing the effectiveness of Reconstruction. This level of rigorous analysis and literacy work moves beyond traditional social studies classrooms, which are often marked by taking notes, reading textbooks, and answering questions. Examining multiple sources and developing evidenced-based arguments in writing are at the heart of literacy skills in the CCSS, and supports our school-wide literacy focus. Teachers will be trained and supported in implementing this literacy-infused approach through school-wide literacy routines (i.e., workshop, 6+1 writing traits) as well as ongoing training and support from the School Leader and Literacy Coach.

We will utilize multiple curricular resources to support our social studies program. One resource will be *History Alive*, an effective and well-known social studies curriculum. *History Alive* promotes an engaging approach to social studies instruction, with interactive and hands-on activities that are appropriate to middle school students. This curriculum resource incorporates many elements that will benefit and engage our students, as it moves beyond text books to incorporate simulations, role plays, taking on the perspective of historical figures, debate, and more. It also has an interactive notebook component that helps build students’ study and organization skills as well as includes graphic organizers and other pre-writing activities. We are considering the technology component of *History Alive* as a support for our computer-based extension activities available to students during Integrated Tutorial Block, described later in this section and in **Special Populations**. Further, according to some recent studies, use of *History Alive* is correlated with increased student achievement.⁵⁰ In addition, we are researching other potential curricular resources. For example, the Core Knowledge curriculum for social studies articulates a clear progression of content and skills for social studies learning. These resources will promote achievement of all of our middle school students, including students with disabilities and English language learners, by fostering active engagement through hands on activities and opportunities to make personal meaning of the content. The following chart provides a thorough description, including the research and rationale for STRIVE’s research-based history curriculum, *History Alive*, for grades 5-8 that have proven to be effective with our targeted population.

Curriculum Source	5 th	6 th	7 th	8 th
<p>History Alive <i>TCI</i></p> <p>Description: TCI is a K-12 publishing company created by teachers, for teachers. It marries great content, meaningful technology, and interactive classroom experiences together. The end result—students of all</p>	Social Studies Alive! America’s Past	History Alive! The Ancient World	History Alive! The Medieval Word and Beyond	History Alive! The United States Through Industrialism

⁵⁰ <http://www.teachtci.com/social-studies-textbook-results.html>

abilities and learning styles succeed.				
Rationale & Research				
<ul style="list-style-type: none"> • When teachers use History Alive, students are not only engage in highly reading in the text, they also discover historical events through simulations. Students will have the opportunity to feel the emotions of historical figures, reason through problems and debate complex issues. • In a History Alive Social Studies class, students work in pairs and groups to build collaboration in learning. During the same class, students are able to reflect individually in their Interactive Notebook. The methods used in History Alive are similar to the workshop model because it allows students to hear from an expert (teacher), engage with peers (group work), and become their own expert (Interactive Notebooks). • History Alive has different levels of texts and resources available to teachers. This diverse set of resources of resources allows teachers to cater learning based on where students are (i.e. EL, Special Education gifted, etc.) • History Alive has been helped increase student achievement, while enhancing a passion for history in students and teachers. • Ms. Butler, the school founder and proposed School Leader, has used these materials as a teacher in Texas, and had 100% of her students pass the 8th grade Social Studies state assessment. She also had several of those students decide to major in History because of the experiences they had in 8th grade Social Studies. 				

IV. Science

Science offers students the opportunity to apply literacy and mathematical skills, conduct experiments in chemistry, and explain why experiments work in physics. The curriculum for science is informed directly by the State of Tennessee Curriculum Standards and Next Generation Science Standards. Thus, students will complete four years of science instruction that encompasses Life Science, Earth and Space Science, and Physical Science. The revised science standards include Grade Level Expectations and support a more content focused approach by grade level beginning in grade 6: Earth and Space Science in grade 6; Life Science in grade 7; and Physical Science in grade 8. The standards also promote the incorporation of technology, engineering, and mathematics, and we will work to ensure appropriate cross-curricular connections between our science and math curricula.⁵¹ The following chart explains the course progression for Science across each grade level at STRIVE:

5 th	6 th	7 th	8 th
Structures and Properties of Matter	Matter and Its Interactions	From Molecules to Organisms	Biological Evolution: Unity and Diversity
Matter and Energy in Organisms and Ecosystems	Motion and Stability: Forces and Interactions	Heredity: Inheritance and Variation of Traits	Earth Systems
Earth's Systems	Energy	Ecosystems, Interactions, Energy, and Dynamics	Earth and Human Activity
Space Systems: Stars and the Solar System	Earth's Place in the Universe	Waves and Their Applications in Technology for Information Transfer	

⁵¹http://www.tn.gov/education/ci/sci/doc/Users_guide.pdf

Science instruction at STRIVE will emphasize scientific inquiry and student investigation of scientific concepts. Students will actively engage with the processes of science, such as observing, classifying, describing, experimenting, measuring, inferring, and predicting. In upper grades, students will use an inquiry approach, and more formally implement the scientific method, including developing hypotheses, conducting experiments, and drawing conclusions.

In addition to the scientific content outlined in the state standards, the science program will support our literacy work at STRIVE. Guided by the CCSS for literacy in science, teachers will explicitly teach students to read non-fiction texts for information and synthesize information from a variety of sources, including scientific data. This includes teaching students the features of non-fiction texts, such as graphs, heading, diagrams, etc., that are typically part of scientific articles and texts. Our writing emphasis in science will include expository, argumentative, and formal scientific writing, such as lab reports. Further, we will utilize interactive notebooks in science in which students will take notes but also work to interpret, analyze, and diagram the information they are learning. The notebook will provide a space for students to actively engage with the content to promote scientific understanding. As in social studies, our literacy work in science builds on our school-wide approach to writing, reinforcing the characteristics of high quality writing through the use of the 6+1 writing traits. Science teachers will also use their knowledge of student's individual reading levels to provide differentiated texts during research and exploration of scientific articles. Students will also develop their speaking and listening skills by engaging in debates on scientific questions such as "What is life?" and "Will the sun burn forever?" The School Leader and Literacy Coach will provide ongoing support to science teachers in effectively incorporating literacy into their instruction.

Students in grades 7 and 8 will produce an experiment for STRIVE's science fair. The fair will be a culminating application of the scientific and literacy skills students have developed through the science curriculum. A successful science fair project requires students to demonstrate an understanding and apply the scientific method; engage in background research; conduct an original experiment and analyze the results; write about their experiment; and orally present their findings. We will invite parents and community members to the fair as audience members and judges to celebrate our learning and to hold STRIVE accountable for producing results.

We will use proven curricular resources to support our science program. Specifically, we will utilize Full Option Science System (FOSS) kits to promote a hands-on and investigative approach to science.⁵² FOSS is a well-respected curriculum that promotes an inquiry based approach to scientific study and provides all essential materials needed to teach a particular unit. For example, the FOSS Middle School Program includes a teacher toolkit, an equipment kit, resource books and online multi-media (simulations, images, and video) for each unit, such as Force and Motion, Weather and Water, and Diversity of Life. Each unit incorporates inquiry, such as in the Diversity of Life unit when students will compare the structure and function of cells in different organisms and dissect seeds to discover their structure. This active and rigorous curriculum is well-suited to STRIVE students as it provides hands-on, inquiry based methods that align to the instructional needs of middle school students. The tactile component also supports English language learners and many students with disabilities. We may also supplement FOSS with curriculum materials

⁵² <http://www.fossweb.com/home>

from Core Knowledge, which articulates a clear progression of knowledge and skills in science. The following chart provides a thorough description, including the research and rationale for STRIVE’s research-based science curriculum, FOSS, for grades 5-8 that have proven to be effective with our targeted population.

Curriculum	5 th	6 th	7 th	8 th
<p>Science Delta Science <i>FOSS (Full Option Science System) Kits</i></p> <p>Description: FOSS science kits combine reading/research/experiments to supplement grade level expectations for Tennessee State Science and MNPS pacing guides. Key benefits of this curriculum are the teachers’ guides, which address student misconceptions and give teachers the necessary background knowledge for effective instruction. In addition FOSS science labs will be completed in small groups to complement skills in communication and oral development (literacy).</p>	<p>Scientific Reasoning</p> <ul style="list-style-type: none"> - Models & Designs - Variables <p>Life</p> <ul style="list-style-type: none"> - Food & Nutrition - Environments <p>Earth & Space</p> <ul style="list-style-type: none"> - Solar Energy - Landforms <p>Physical & Technology</p> <ul style="list-style-type: none"> - Levers & Pulleys - Mixtures & Solutions <p>Alternative Modules</p> <ul style="list-style-type: none"> - Living Systems - Water Planet 	<p>Life</p> <ul style="list-style-type: none"> - Human Brain & Senses - Diversity of Life - Populations & Ecosystems <p>Earth & Space</p> <ul style="list-style-type: none"> - Earth History - Planetary Science <p>Physical & Technology</p> <ul style="list-style-type: none"> - Weather & Water - Electronics & Chemical Interactions - Force & Motion 	<p>Life</p> <ul style="list-style-type: none"> - Human Brain & Senses - Diversity of Life - Populations & Ecosystems <p>Earth & Space</p> <ul style="list-style-type: none"> - Earth History - Planetary Science <p>Physical & Technology</p> <ul style="list-style-type: none"> - Weather & Water - Electronics & Chemical Interactions - Force & Motion 	<p>Life</p> <ul style="list-style-type: none"> - Human Brain & Senses - Diversity of Life - Populations & Ecosystems <p>Earth & Space</p> <ul style="list-style-type: none"> - Earth History - Planetary Science <p>Physical & Technology</p> <ul style="list-style-type: none"> - Weather & Water - Electronics & Chemical Interactions - Force & Motion

Rationale & Research

FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving learning and teaching of science. The FOSS project began over 20 years ago during a time of growing concern that our nation was not providing young students with an adequate science education. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be guided by advances in the understanding of how youngsters think and learn.

Connection to Literacy

The use of Science notebooks allows teachers to integrate other areas of the curriculum into science and connect other curriculum areas in order to maximize teaching time and to provide real opportunities for application of science content and skills. Science notebooks and the FOSS curriculum serve as a perfect vehicle to make connections. Science notebooks used in conjunction with FOSS materials allow students even more opportunities to write and reflect on what they are learning. Teachers can use science

notebooks for formative assessment of students' process skills, content knowledge, and science attitude, especially when science notebooks are used on a regular basis.

V. Integrated Tutorial Block

Integrated Tutorial Block (ITB) is a 45 minute period four days a week that is dedicated to providing personalized learning through intervention and enrichment during the school day. While ITB does not have a specific curriculum, per se, it is presented as part of our academic plan because it is a key structure that we will implement to meet our students' academic needs. It also is an example of STRIVE's effective use of additional time.

What students work on during ITB will be determined by regular review of assessment data, most typically our interim assessments administered every six weeks, but more frequently if students are in Tier II or Tier III interventions during this time. (The data cycle and placement in tiers is explained fully in **Special Populations and Assessment**.) Based on the data and identified need, students who have not demonstrated mastery on specific standards and skills may receive content-specific tutoring in ELA and/or math (Tier II or III) while students who are performing on or above grade level may participate in an enrichment opportunity. Students will generally remain in these groupings until the next common assessment, at which time progress toward the identified standards will be measured and students will be regrouped, though movement may be more frequent if progress monitoring indicates a need. ITB will be taught by classroom teachers, and as the school grows, Teaching Fellows, special education instructional specialists, elective teachers, and some School Leaders will teach ITB to support smaller group instruction.

Instruction during ITB will be as individualized as possible and utilize the numerous curricular resources teachers will have available, including online remedial and extension programs. The School Leader is exploring online options, and is currently considering Compass Learning for the following reasons: it aligns to the Common Core; provides ELA, math, and science learning activities; provides remedial, on grade level, and above grade level work; and has built in tools for ongoing assessment and progress monitoring.

For illustrative purposes, following are possible groupings and learning activities during ITB. These scenarios present both Tier II and Tier III interventions, with the difference being in intensity (i.e., group size) and frequency (i.e., 4 times per week versus 2 in one subject), as well as Tier I enrichments.

- In one math tutoring classroom, a teacher has students grouped according to specific skills. One group is reviewing and practicing operations with fractions; another is working at the computers using a math intervention program, such as Compass Learning Odyssey; still another group is dissecting word problems by annotating the text.
- In an ELA tutoring classroom, the teacher is teaching a mini-lesson on summarizing the main idea of a text, a skill that these students are struggling with. Then, each student works with a text at his/her instructional level to practice summarizing. Some Peer Tutors (a specific enrichment opportunity for students who have demonstrated mastery) work with some students during independent practice.
- In another ELA tutoring classroom, students are using an online support program, such as Compass Learning Reading to practice comprehension. The students rotate from the computers to working with the teacher for small group instruction on fluency and comprehension.

- In another math tutoring classroom, a teacher has a smaller group of students that s/he meets with four times a week. This group of students is working below grade level in math and is using specific curriculum materials, including Core Knowledge and Odyssey to master basic skills. The teacher monitors their progress bi-weekly using tools provided in Compass Learning and teacher made assessments.
- In an enrichment classroom, students are working in groups on projects they have selected from options provided by the teacher. One group is conducting in-depth research on the 19th Century South to explore the historical background of *Roll of Thunder, Hear My Cry*. Another group is designing and creating a comic book. Still another is designing a science experiment on weather and evaporation.
- In another enrichment classroom, small groups of students are working online. One group is working with Compass Learning Renzulli and another is using Khan Academy to tackle two step equations.

The following chart provides a thorough description, including the research and rationale for STRIVE’s research-based curriculums to support the Guided Reading, Literature Circle, and Integrated Tutorial Block.

	Curriculum	Descriptor	Rationale
English Language Arts	Scholastic Guided Reading Library	<ul style="list-style-type: none"> • Guided reading is an instructional approach that involves working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. • The text is easy enough for students to read with a teacher’s skills support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. The teacher chooses selections that help students expand their strategies. 	<ul style="list-style-type: none"> • Small group reading instruction in a student’s zone of proximal development. • Differentiates instruction, explicitly teaches all aspects of reading instruction, deepen comprehension, and develop discussion skills as students talk about texts. • Increases the amount of independent reading in school • Scholastic library provides variety of text types that we want our students to access.
	Literature Circle	<ul style="list-style-type: none"> • Instruction on fluency, decoding, comprehension skills 	<ul style="list-style-type: none"> • Literature circles are a strong classroom strategy because of the way they couple

		<p>and strategies, and discussion skills</p> <ul style="list-style-type: none"> • Literature Circle is a collaborative and student-centered reading strategy. • Students begin by selecting a book together then are introduced to the four jobs in the Literature Circles: Discussion Director, Literary Luminary, Vocabulary Enricher, and Checker. The teacher and student volunteers model the task for each of the four roles, and then students practice the strategies. This process demonstrates the different roles and allows students to practice the techniques before they are responsible for completing the tasks on their own. • After the introduction, students are ready to use the strategy independently, rotating the roles through four-person groups as they read the books they have chosen. • The lesson will then be followed by a more extensive literature circle project. 	<p>collaborative learning with student-centered inquiry. As they conclude their description of the use of literature circles, in a bilingual classroom, Peralta-Nash and Dutch explain the ways that the strategy helped students become stronger readers: “Students learned to take responsibility for their own learning, and this was reflected in how effectively they made choices and took ownership of literature circle groups. They took charge of their own discussions, held each other accountable for how much or how little reading to do, and for the preparation for each session. The positive peer pressure that the members of each group placed on each other contributed to each student’s accountability to the rest of the group.” (36) When students engage with texts and one another in these ways, they take control of their literacy in positive and rewarding ways.</p>
	<p>Fountas & Pinnell Leveled Literacy Intervention</p>	<ul style="list-style-type: none"> • Remediation support for students who are below grade level expectations in reading. 	<ul style="list-style-type: none"> • LLI provides an additional opportunity for students who are currently below-level to receive instruction

		<ul style="list-style-type: none"> • Systematic instruction in phonemic awareness, phonics, and comprehension, as well as opportunities for fluency and writing practice 	<ul style="list-style-type: none"> • at their instructional level. • Provides ongoing assessments to monitor progress • Specific supports embedded in the curriculum for English language learners and students in Special Education.
	Compass Learning	<ul style="list-style-type: none"> • Compass Learning equips teachers with the digital tools to address three major instructional needs: blending learning, intervention, and project-based learning. • Compass Learning combines rigorous, research-based instruction with fun-digital content and real-time, actionable data to produce greater student progress faster. 	<ul style="list-style-type: none"> • We are using NWEA MAP, and Compass Learning supplements the MAP data with automatically generated individualized learning plans based on assessment results. • The Compass Learning/NWEA partnership enables MAP assessments to communicate student performance information directly to the Compass Learning management system. The system, in turn, automatically develops targeted, individualized learning paths to help each student master critical content. • Compass Learning is provided in ELA, Math & Science and STRIVE will utilize it for every subject area.

VI. Fitness Block: Daily Physical Education and Health

Middle school students need physical activity.⁵³ To accommodate and harness our adolescent students’ energy, we will provide all students with a fitness block five times a week. The purpose of STRIVE’s physical education program, called fitness, is to provide time every day where students learn about and

⁵³ Wood, Chip. *Yardsticks: Children in the Classroom Ages 4-14*. Turners Falls, Massachusetts: Northeast Foundation for Children, Inc. 22007.

practice being healthy and active. We will explicitly teach students the important concepts articulated in the Tennessee health standards, such as learning to set goals around health, personal hygiene, the role of body systems in healthy living, and the importance of exercise as well as the physical education standards, such as gross and fine motor skills, sustained physical activity, and appropriate social behavior in physical settings.⁵⁴ In physical education (fitness), STRIVE will utilize the SPARK curriculum. This curriculum gives the teacher daily lesson plans to enhance physical education for students. In addition, we will incorporate literacy into our fitness curriculum where students will keep a fitness journal to track their goals and accomplishments. This will include developing and maintaining a personal tracking system that captures progress toward fitness goals. It will also include reading to learn about health and fitness, using accessible readings from resources like kidshealth.org. For example, a unit on yoga would begin with reading and discussing a brief article on yoga, including its history and the different types. Then, for the next set of fitness classes, students would practice yoga, learning poses from different types. A similar approach will be used for other physical activities. We also hope to incorporate a component on healthy eating to support students' life-long healthy habits. All students, regardless of academic performance, will participate in fitness block each day to promote healthy living, positive choices, and to get their adolescent bodies moving.

The following chart provides a description, including the research and rationale for STRIVE's Fitness Block curriculum:

Fitness Curriculum	Description	Rationale & Research
SPARK	<ul style="list-style-type: none"> • SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. • SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After-School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12 grade students. • Each SPARK program fosters environmental and behavioral change by providing a coordinated package of high active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment. 	<ul style="list-style-type: none"> • SPARK has been proven to work AND last. SPARK is the only National Institutes of Health researched program that positively affects ALL of these student outcomes: Activity levels, fitness, sports skills, enjoyment, and academic achievement. • SPARK is the only program that can show scope and sequence for Pre-K through 12th grade and alignment with the national PE standards and the CCSS.

⁵⁴ http://www.tennessee.gov/education/ci/health_pe/index.shtml

VII. Electives

To foster student engagement and ownership over their school and learning, we will provide opportunities for students to pursue electives. Elective classes will run for a quarter, and there will be some required and some student choice components. Electives options will be guided by student interest and we anticipate that they will include activities such as chess club, dance, and those that support our literacy focus, such as a student newspaper and/or a literary magazine. Once the school serves students in grade 7, the school will offer Student Council as an additional elective activity. The Student Council will play a role in Saturday school by organizing peer leadership opportunities, in addition to other responsibilities.

During the electives block, students will engage in many experiences to ensure they are exposed to difference opportunities beyond the classroom. Some of the topics will be Financial Literacy (using Junior Achievement’s Biztown curriculum), Shakespeare Festival (aligned to the Theatre standards under Fine Arts Education), and Sports & Dance (working in collaboration with the Donelson-Hermitage YMCA). The fitness/electives block teacher will work in collaboration with the partner organizations to ensure that the curriculum is aligned to standards and that STRIVE has the resources to implement the curriculum. At the beginning of each quarter, teachers will have an opportunity to choose an elective block they want to lead (see the sample schedule below). During this time, they will receive the curriculum and necessary development to implement the curriculum. Teachers will not be responsible for planning lessons, but will be encouraged to provide insight into elective areas where they have experience. For example, if a teacher dances outside of work and is interested in leading dance, he/she will have the opportunity to engage in the dance curriculum development and implementation. Our partner organizations are willing to provide professional development to our teachers to ensure their curriculum is executed with fidelity. The proposed School Leader has used a similar model for the electives block at her previous school. Teachers were excited about the opportunity to teach something they enjoyed in their personal time (i.e. fitness, dance, debate, chess, music, etc.). Using the annual survey, the proposed School Leader found that the electives block contributed to teacher satisfaction because they were able to engage with their students outside of the academic setting and enjoy a favorite past-time activity at the same time.

The following chart provides a description, including the research and rationale for STRIVE’s Electives Block curriculum. The chart below only includes **a sampling of electives that will be offered.**

Electives Curriculum	Description	Rationale
<p data-bbox="201 1507 570 1566">Junior Achievement: Financial Literacy</p> <p data-bbox="201 1604 513 1696">Aligned to Social Studies, Language Arts, and Mathematics Standards</p>	<ul data-bbox="618 1507 1000 1892" style="list-style-type: none"> • JA Biztown is JA Worldwide’s experiential-based, elementary school capstone program. The program encompasses important elements of work-readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. 	<ul data-bbox="1032 1507 1406 1871" style="list-style-type: none"> • The Program content augments students’ core curriculum in Social Studies, language arts, and mathematics. Throughout the program, students use critical thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

		<ul style="list-style-type: none"> Based on research done by Junior Achievement, evaluators found that elementary school students who participate in JA demonstrate significantly higher critical thinking and problem-solving skills than their counterparts.
<p>Nashville Shakespeare Festival: Theatre Component</p> <p>Aligned to Arts Education: Theatre Standards</p>	<ul style="list-style-type: none"> The Nashville Shakespeare Festival seeks to bring Shakespeare’s works alive for all learners through the art of performance. By exploring Shakespeare through the voice and body, students of all types can discover the Bard’s power and relevance in their own lives through their own personal script writing. In-class workshops to classes of all ages, elementary through college, geared specifically toward exploring an over-arching idea through acting exercises led by a professional teaching artist. For example, by exploring the idea of love at any cost in <i>Romeo & Juliet</i>, students might create their own stage plays around this central idea. 	<ul style="list-style-type: none"> Aligned to the TN State Theatre Standards <ul style="list-style-type: none"> Script Writing Character Acting Scene Design Directing Research Theatrical Presentation Scene Comprehension Context

Fitness/Electives Schedule

The following schedule explains how the leadership, fitness and elective blocks are scheduled throughout the week. Teachers will receive curriculum and have professional development time before the beginning of each quarter to prepare for their electives blocks. Teachers will have a rotation as to when they will lead an electives block. They will lead at least two electives blocks within the school year. For example, there will be four teachers scheduled per quarter. During the first quarter, one ELA, one Math, the SPED Instructional Specialist and the Electives teacher will lead the Financial Literacy Blocks. During the first quarter, the other teachers (ELA, Math & Science/SS) will be assisting when needed. A sample teacher schedule can be found in the **Personnel Section**. The Electives block is in the schedule to ensure that students are provided with additional learning opportunities outside of the academic classroom setting. This also give teachers the opportunity to engage with students in a fun, non-academic setting.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Whole Team Meeting	I STRIVE (Character Education)	I STRIVE (Character Education)	I STRIVE (Character Education)	Grade Level Team Meeting
10:15-2:45	Fitness Block: SPARK Curriculum (30 min per homeroom)	Fitness Block: SPARK Curriculum (30 min per homeroom)	Fitness Block: SPARK Curriculum (30 min per homeroom)	Fitness Block: SPARK Curriculum (30 min per homeroom)	Fitness Block: SPARK Curriculum (30 min per homeroom)
2:50-3:20	<u>First Quarter</u> Financial Literacy: Junior Achievement Curriculum	<u>First Quarter</u> Financial Literacy: Junior Achievement Curriculum		<u>First Quarter</u> Financial Literacy: Junior Achievement Curriculum	<u>First Quarter</u> Financial Literacy: Junior Achievement Curriculum
	<u>Second Quarter</u> Electives Options: Dance, Sports, Debate, etc.	<u>Second Quarter</u> Electives Options: Dance, Sports, Debate, etc.		<u>Second Quarter</u> Electives Options: Dance, Sports, Debate, etc.	<u>Second Quarter</u> Electives Options: Dance, Sports, Debate, etc.
	<u>Third Quarter</u> Theatre: Nashville Shakespeare Festival Curriculum	<u>Third Quarter</u> Theatre: Nashville Shakespeare Festival Curriculum		<u>Third Quarter</u> Theatre: Nashville Shakespeare Festival Curriculum	<u>Third Quarter</u> Theatre: Nashville Shakespeare Festival Curriculum
	<u>Fourth Quarter</u> Electives Options: Art, Music, Chess, etc.	<u>Fourth Quarter</u> Electives Options: Art, Music, Chess, etc.		<u>Fourth Quarter</u> Electives Options: Art, Music, Chess, etc.	<u>Fourth Quarter</u> Electives Options: Art, Music, Chess, etc.

VIII. Field Lessons

Consistent with its college-preparatory approach, STRIVE believes it is essential for its students to have educational experiences outside the classroom. We will take advantage of opportunities in Nashville, such as the Adventure Science Center, the Civil Rights Room, Nashville Children’s Theater, and the Frist Art Museum, as they align to our content-area curricula. Our field lessons will spring from the classroom, directly align to what students are learning, and include academic components. This may include reading specific articles related to the topic, such as the human body prior to going to the Science Center or reading *Number the Stars* prior to seeing the performance at the Nashville Children’s Theater. Then, students will have specific learning tasks to accomplish while on site, if appropriate, like a scavenger hunt or responding to written prompts, and then students will write and orally present what they learned from the experience to their peers in class, the grade, and sometimes to the entire school community. We will also take our students on field lessons to local high schools and college/universities to increase their awareness and understanding of the future education options available to them. These trips help students gain a broader perspective on their education and life goals as they bring learning beyond the walls of the school to see what they are studying in context and brought further to life.

IX. STRIVE Capstone

All STRIVE students in grade 8 will complete a culminating project called the STRIVE Capstone. The Capstone will incorporate the academic and leadership skills that they have developed during their years at STRIVE. More specifically, students will use their literacy skills, including reading, writing, speaking, and listening; their research skills; their mathematical skills; and their scientific skills as they actively engage in a key component of STRIVE’s vision of leadership: service to the community. Building on their service learning experiences in grades 5-7 (see **School Culture**), students in grade 8 will delve more deeply into service learning. This piece of our program will be guided by national standards in service learning which promote projects that are based on meaningful service; spring from the curriculum; incorporate student reflection and student voice; include partnerships; and seek to solve real problems in the community.⁵⁵

As such, the Capstone will require students to identify, engage with, and reflect on an issue in the McGavock or Nashville community related to a topic of study. More specifically, through the Leadership Seminar, students will work with peers and their advisor to identify a problem in the community, such as children’s health or an environmental issue that springs from science, and then learn more about the problem through academic research as well as some hands on work with a community partner during a Saturday session. We anticipate that a partner organization might be Monroe Carell Children’s Hospital at Vanderbilt or the Adventure Science Center, for purposes of these examples. Each student will write a research-based informational paper on the issue as well as a reflection paper on their learning and engagement with the issue. Finally, student teams will orally present their work to peers and families. This in-depth rigorous work builds students’ leadership skills and prepares them for high school and more independent, real-world work.

V. Instructional Strategies and Methods

STRIVE believes teacher quality and effectiveness are the key to high student achievement, and we will invest time and energy into hiring, training, and developing top quality teachers for our school. STRIVE teachers will bring a wide range of instructional skills to their classrooms to ensure that classrooms are effective and results-driven. When planning lessons, teachers will utilize a variety of instructional practices to actively engage students and foster independent, high-order thinking. We will provide intensive training for all teachers in specific instructional strategies during summer professional development and ongoing through weekly professional development sessions and regular observation and feedback. While teachers will utilize a variety of instructional strategies appropriate to their grade level and content, STRIVE teachers will primarily utilize the following effective, evidence-based teaching practices:

- common instructional routines;
- common strategies to foster high expectations, critical thinking, student engagement and positive classroom culture;
- content specific pedagogies;
- gradual release; and
- differentiated instruction.

A. Classroom Instructional Routines that Support Academic Excellence

⁵⁵ <http://www.nylc.org/k-12-service-learning-standards-quality-practice>

- **Board Configuration**

Black Board Configuration (BBC) that is based on the work of Dr. Lorraine Monroe.⁵⁶ The BBC, common to many high-performing schools serving similar populations, helps to organize and present key elements of the lesson – Do Now, Aims/Objective, Agenda, Homework – and gives students the purpose of the lesson and its learning objectives. The Do Now is a short, pencil-to-paper activity that students do immediately upon entering the classroom. This serves to focus students, proactively manage transitions and get students cognitively ready for the lesson. It also communicates a sense of purpose and urgency to students from the outset of the lesson. The teacher begins the lesson by referring to the posted learning objectives and agenda to communicate to students what they will know and be able to do by the end of the lesson, as well as what activities they will do to achieve the objective. At the end of the lesson, the teacher introduces the homework, which is posted in a regular location in the classroom. This transparent organization of the lesson provides clear, predictable, visual routines for students, which benefit all students, including those who struggle, those with disabilities, and English language learners, enabling them to focus on the learning task at hand. We will employ this structure in all grades and in all classes to support student learning.

- **Shoulder Partners**

Shoulder Partners is a classroom routine we will teach all students and implement across classrooms to promote student engagement and peer to peer discourse. Shoulder Partners is a type of turn-and-talk strategy where students turn to the person next to them and discuss a specific prompt from the teacher with that partner. The possibilities for prompts are endless, but two illustrative examples include students making predictions about a story or explaining how they arrived at a final answer in math. Using this same strategy in all classrooms builds efficiency into lessons with no time wasted on explanation of how it works, and fosters student to student reflection and sharing. We will use Shoulder Partners often as a tool to promote collaborative problem-solving, or for students to expand on ideas that they just learned in guided practice. This practice benefits our student population as it allows time for students to process their thoughts and share out on a smaller scale than the whole classroom, which provides additional support for students who are struggling with the content, students with disabilities, and English language learners. Shoulder Partner conversations will be brief in the lower grades, lasting only one to two minutes, and will typically end with the teacher calling on a few pairings to share their discussion with the rest of the class. As students learn what a productive Shoulder Partner conversation sounds like, teachers in grades 7 and 8 will use Shoulder Partners for a longer stretch of time (i.e., students conferring on a piece of writing, discussing a text, or solving a complex math problem together).

- **Effective Questioning and Checking for Understanding**

Effective questioning is essential to maintaining student interest, encouraging relevancy, and informally assessing the class. Great teachers continuously bombard students with both factual and higher-order questions throughout the lesson. Using Bloom's Taxonomy, we will support teachers in moving up the cognitive ladder as they question and ensure that teachers script higher order questions into their mini-lessons and incorporate rigorous thinking into student learning tasks. We

⁵⁶ Monroe, Lorraine. *Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom*. Public Affairs: 1999.

will train STRIVE teachers in effective techniques for asking and responding to questions that will help increase a teacher’s ability to effectively gauge student understanding and adjust instruction in real-time. Checking for understanding is an effective strategy for our students, as it allows teachers to know each student’s progress toward the learning objective and respond accordingly to individual need. Some key checking for understanding techniques we will use include: cold calling, using mini-white boards, repeating a question to numerous students, fist to five, thumb-tool, short writing prompts, choral responses, and exit tickets.

B. Common Strategies to foster High Expectations, Critical Thinking, Student Engagement and Positive Classroom Culture

All teachers at STRIVE will hold high expectations for student achievement and engagement in their learning. To meet our ambitious performance goals and to promote student achievement gains in Nashville, we must maximize our instructional time and foster high level learning among our students. One way we will do this is by using common language and strategies for engagement. An important text for our teachers will be *Teach Like a Champion* by Doug Lemov,⁵⁷ which articulates specific techniques to promote high academic expectations, active engagement and positive classroom culture. We anticipate adopting some specific strategies school-wide, such as the following.

- **High Expectations and Critical Thinking**

No Opt Out. In this technique, the teacher does not allow students to choose not to learn. The key idea is establishing a classroom culture in which students know they are expected to learn.

Right is Right. This technique involves teachers holding out for the right answer from students. If teachers accept approximations or almost-right answers, they undermine the expectation of achievement and accuracy.

Stretch It. This strategy is useful in fostering critical thinking; it builds on right answers to get at deeper levels of understanding. Having students explain their thinking deepens their understanding and builds their critical thinking skills.

Ratio. This technique focuses on who is doing the cognitive lifting in the classroom – the teacher or students. At STRIVE, our workshop and gradual release models are designed to ensure students are “doing the work” in the classroom.

- **Student Engagement and Positive Classroom Culture**

Tight Transitions. Designed to maximize instructional time, this technique stresses the importance of developing routines for transitions during the lesson and between classes.

Normalize Error. Grounded in STRIVE, this technique works to building a culture in which wrong answers are viewed as a part of the process to learning and not as an embarrassing moment that leads to decreased student effort.

Warm/Strict. We will be both strict and demanding *and* caring and nurturing. STRIVE students will know that we have high expectations for their academic performance and their character because we care about them.

⁵⁷ Lemov, Doug. *Teach Like a Champion*. San Francisco: Jossey-Bass. 2010.

C. Content Specific Instructional Strategies aligned to the Common Core

Instructional practices in all subjects at STRIVE will be guided by the instructional shifts required by the CCSS. The mathematics instructional shifts are presented above in the mathematics curriculum overview. In ELA, science, and social studies, the shifts include: knowledge in the disciplines; staircase of complexity; text-based answers; writing from sources; and academic vocabulary.⁵⁸ For all teachers (especially ELA teachers), knowledge in the disciplines means teaching through and with informational texts (including primary sources), and having students grapple directly with texts to find evidence and build content knowledge. The staircase of complexity will require STRIVE teachers to provide students more complex texts and offer scaffolding and strategies to allow all students to access them. Additionally, we will spend more time with complex texts in ELA, science, and social studies. Further, our instruction will promote text-based answers from students; classroom discussions during mini-lessons and guided practice will be facilitated by teachers to allow students to engage in extended, evidenced-based conversations. Instruction will emphasize teaching students to analyze and synthesize multiple sources and argue a point with evidence in writing. Finally, our teachers will intentionally build students' academic vocabulary – by this, we mean more than discipline-specific terms but, rather, words that cross disciplines and allow students to access a variety of texts and information as they appear in all content areas. Specific examples cited by the Common Core include words such as ignite and commit; these types of words are part of the Common Core requirement that students “grow their vocabularies... to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases.”⁵⁹ The workshop model, structured math talks, as well as consistent use of shoulder partners in all classes will promote students' active engagement in peer to peer discourse using academic vocabulary.

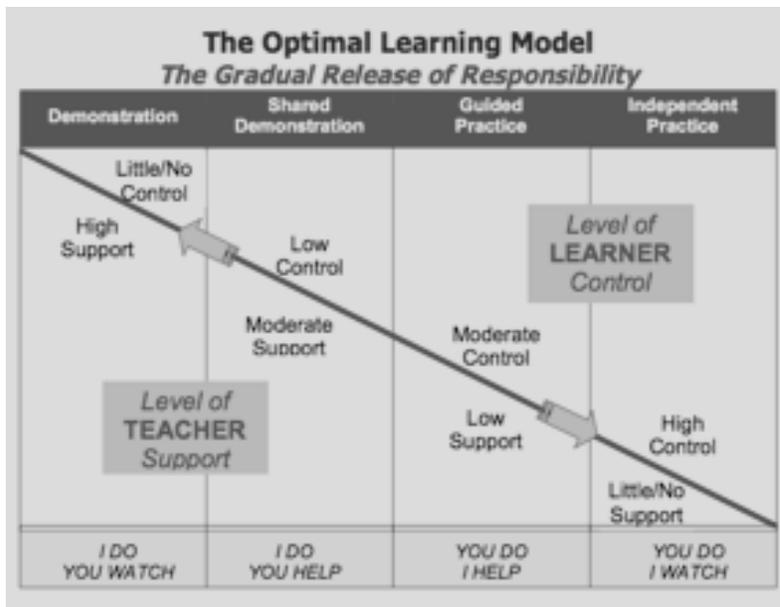
D. Gradual Release

To implement the subject specific instructional strategies described in each curricular area (e.g., Readers' and Writers' Workshop, structured math talk, lab experiments, and others) and strategies designed to implement the Common Core, STRIVE teachers will utilize direct instruction, guided practice and independent practice in a gradual release model (I do – we do – you do) in all grades. The gradual release of responsibility during the lesson, across the unit, and over the course of middle school allows and requires students to become more independent and take ownership of their learning. In short, this instructional model presents a process in which the responsibility is released from the teacher to the student. It requires that the teacher intentionally transition from owning “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson 2002, p. 211). Aligned to the leadership component of our mission, the gradual release instructional approach will help our students develop true ownership of their learning.

⁵⁸ http://www.tncore.org/english_language_arts/standards_and_shifts.aspx

⁵⁹ <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

In the gradual release model, teachers offer varying degrees of support to promote student learning. As seen in the upper left of the graphic at right,⁶⁰ when the teacher offers the most support, the learner control is low. In the bottom right, when the teacher offers the least support, the learner control (and therefore responsibility) is high. At STRIVE, our goal is for students to “own” their learning, and this instructional approach – as well as direct instruction in leadership development – supports the achievement of this goal.



This evidence-based model not only supports students’ leadership development but has proven effective in promoting student achievement gains, especially with regard to literacy. Specifically, the gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

The initial component of the gradual release model is direct instruction. Similar to Readers and Writers Workshop, teachers in all subjects will often incorporate some direct instruction in their lessons, often in the form of a mini-lesson. Direct instruction is a scientifically-based pedagogical approach that has proven to promote high achievement instruction (White, 1988; Adams, 1996; National Reading Panel, 2000; Schieffer et al., 2002; Borman et al., 2006). At STRIVE, we believe direct instruction can be an effective component of quality instruction when integrated into the gradual release model. It also allows teachers to effectively incorporate systems and procedures, such as the school-wide routines outlined above. Direct instruction will be utilized for part of the lesson, with the remainder providing opportunity for students to receive coaching through guided practice and participate in differentiated independent practice.

In many cases, a single lesson will include the essential components of the gradual release of responsibility model. For example, a teacher might teach a mini-lesson to the whole class, explaining a specific technique through a mini-lesson. Then students will work with the teacher to apply the skill through guided practice and then have the opportunity to apply the technique independently to their work while the teacher observes and assists as needed. This portion of the lesson provides opportunities to differentiate instruction; the teacher may circulate through the entire class or work with a small group of students who need more support on the standard being taught. This is a key component of our approach to Personalized Learning and is described more fully below. This gradual release will also happen over time during students’ tenure at STRIVE, with 5th and 6th grade providing scaffolds and supports and 7th and 8th grade building on those skills learned in the first two years to decrease those supports; ultimately, students in 8th grade will

⁶⁰ Gradual Release of Responsibility (Pearson and Gallagher, 1993); retrieved from www.literacyleader.com

have the skills to maximize their high school experience, promoting the college-readiness of STRIVE graduates. As noted in the curriculum overviews above, student assignments in grades 5 and 6 will be more scaffolded and broken down into bite-size pieces (i.e., daily homework) while students in grades 7 and 8 will learn to work with multiple texts and engage in longer term assignments, such as the science fair and STRIVE capstone.

E. Differentiated Instruction

At STRIVE, our teachers will intentionally provide targeted instruction throughout each week and unit. This aligns with our belief that all students can learn at high levels and that personalized instruction is a critical step to achieve this. In the Gradual Release Model, opportunities to differentiate are built in during guided and independent practice. Our approach to differentiated instruction is informed by the work of Carol Ann Tomlinson, one of the leading educators in the field on this topic. Based on this experience and research, she states that differentiation involves the modification of any of four curriculum-related elements: content, process, product, and affect.

- **Content:** the knowledge, understanding, and skills we want students to learn
- **Process:** how students come to understand or make sense of the content
- **Product:** how students demonstrate what they have come to know, understand, and are able to do after an extended period of learning
- **Affect:** how students’ emotions and feelings impact their learning

At STRIVE, teachers will work to address the three types of student needs that Tomlinson identifies as readiness, interest, and learning profile. Our teachers will incorporate strategies to address students’ interest and learning profile through all lessons. These will include strategies such as multi-modal pedagogies, student choice, group work, a range of curricular materials, and the use of technology and others. Differentiation based on students’ readiness, i.e., a student’s current proximity to specified knowledge, understanding, and skills, will be a focus of our efforts at STRIVE. We will accordingly provide training on differentiation during our Summer Professional Development Institute and through our regular processes of ongoing observation and feedback on instruction. (See **Professional Development**) The following table identifies some of the ways STRIVE teachers will meet students’ needs in the classroom.

	Differentiation by Readiness
Content	<ul style="list-style-type: none"> • Materials at varied reading levels • Alternate presentation methods • Targeted small group instruction • Front-loading vocabulary • Highlighted texts
Process	<ul style="list-style-type: none"> • Tiered activities • Mini-workshops • Flexible use of time • Learning contracts • Varied homework assignments
Product	<ul style="list-style-type: none"> • Tiered products • Personal goal-setting • Varied resource options

	Differentiation by Readiness
	<ul style="list-style-type: none"> • Check-in requirements based on student independence • Providing samples of good student work at varied levels of complexity

For example, in ELA classes, the teachers will do a mini-lesson on a skill using a grade-level reading text and during independent practice, students will practice the same skill, but they use text that is at their instructional reading level. In the mini-lesson, the teacher presents to the students how to find inferences using a text on grade level. Once the students have practiced that skill as a class during the guided practice portion of the lesson, the teacher will release student to practice on their own. During this independent practice time, those students who are on grade level will work with an appropriate text to practice the skill. Students reading below grade level may work with an appropriate level text and/or work in a small group with the teacher on the skill. Students who are exceeding grade level will have the opportunity to have a text beyond their grade level where they are able practice the skill of finding inferences. During class, teachers will have planned “What do you do when you are finished...” activities to cater to those students who are performing at a higher level and these activities will be tied to students working on their individual goals as articulated in their Learning Profiles. In this way, each student, regardless of skill level, has the opportunity to access and be successful in the curriculum.

To ensure teachers are equipped to implement differentiated lessons, the School Leader will provide training in the areas of data analysis, identifying skills gaps, and designing instruction accordingly. This training will be provided during the staff orientation prior to the start of the school year and throughout the year through the various professional development opportunities.

VI. School Structure and Size

With approximately 120 students per grade level, STRIVE plans to have four sections of students at each grade, with a full enrollment of 480 at capacity. Our teachers will be content area specialists, and the 5th and 6th grade team will have two literacy teachers, two math teachers and one science/social studies teacher. This allows us to provide extended instructional periods in both math and ELA (90 minutes) in both 5th and 6th grade, to support rapid academic growth in our younger students. The 7th and 8th grade team will have two literacy teachers, one math teacher, one science teacher, and one social studies teacher. This structure allows us to continue our intensive literacy focus, with two literacy teachers per grade level and 90 minute ELA classes, and provide students with a full academic course load to prepare them for success in high school.

Special Populations and At-Risk Students

Pursuant to state and federal law, charter schools are required to serve the needs of special student populations, including hiring licensed and endorsed special educators and licensed ESL instructors. School personnel shall participate in developing and implementing the Individualized Education Programs (IEPs); identify and refer students for assessment of special needs; maintain records; and hire appropriate personnel as may be required in an IEP (ex. Speech/language pathologist, occupational therapist, physical therapist, etc.).

- Detail a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out.
- Identify the special populations the school plans to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served.
- Discuss how the course scope and sequence, daily schedule, staffing plans and support strategies will meet or be adjusted for the diverse needs of the students.
- Explain specifically how you will identify and meet the needs of students with mild, moderate or severe disabilities in the least restrictive environment possible. Specify the research based programs, strategies and supports you will provide, including the following:
 - Methods for identifying students with special needs (and avoiding misidentification).
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students.
 - Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation.
 - Plans for promoting graduation for students with special needs (high school only)
 - Plans to have qualified staffing adequate for the anticipated special needs population including budgetary assumptions
- Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - Methods for identifying ELL students
 - Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students
 - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services
 - Means for providing qualified staff for ELL students, including budget assumptions.
- Explain how the proposed school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.
- Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - Specific research-based instructional programs, practices, strategies and opportunities the school will employ or provide to enhance their abilities
 - Plans for monitoring and evaluating the progress and success of intellectually gifted students
 - Plans for hiring qualified staff for intellectually gifted students, including budget assumptions.

I. STRIVE Serves ALL Students

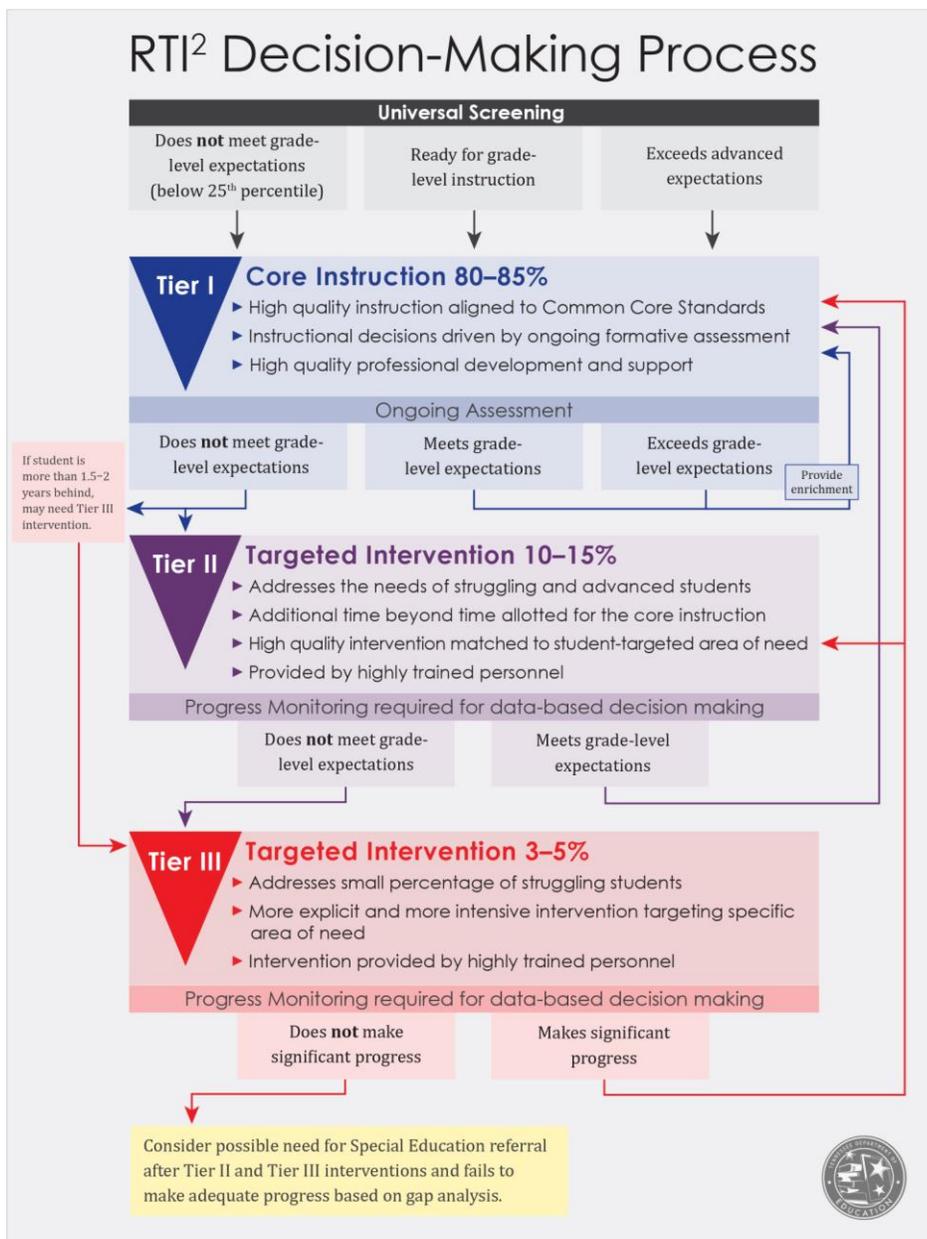
At STRIVE Collegiate Academy, our mission is to empower ALL students through a strong academic curriculum with an intense focus on literacy instruction across all content areas, and an intentional leadership program that will build students into leaders in their communities, while preparing them for post-secondary educational success.

To achieve this mission our program is designed to incorporate effective methods and supports that will meet the needs of all of our students. As detailed in our Academic Plan, STRIVE will provide rigorous, differentiated instruction in core classes and has extensive, targeted supports and interventions built into the school day. To support Special Populations and At-Risk Students, our focus will be differentiation, small-group and individualized instruction within the classroom, push-in and pull-out services, and co-teaching.

At STRIVE, we will use the Response to Intervention (RTI) Framework to serve as a guide for our tiered support for ALL students, and we fully embrace the guiding principles of the newly adopted RTI2 Framework in Tennessee that emphasize the importance of leadership in implementing the framework; a culture of collaboration that includes educators, families and the community focused the achievement of both struggling and advancing students; and a data-driven focus on prevention and early intervention. Our program is fully aligned to the RTI2 Decision-Making Framework presented as articulated on page 18 in the Framework and presented here for ease of reference.⁶¹

This framework guides the design and implementation of STRIVE’s academic program. Per this framework, our goal is to meet the needs of 80-85% of

STRIVE students through our rigorous, differentiated Tier I instruction; to meet the needs of 10-15% of STRIVE students in our Tier II targeted interventions; and to meet the needs of 3-5% of STRIVE students through more intensive Tier III targeted interventions. However, based on data, we anticipate that many of our incoming students will be below grade level in ELA and math and that the percentage of students we serve in each tier will be higher than these targets, certainly in grades 5 and 6, and potentially in all grades as we support each student’s success in our rigorous program. Specifically, we expect that at least half of our students will participate in the Tier II supports of Guided Reading and academic support in ITB. Each year, we will administer a universal screening to all students at the outset of the year, continually progress



⁶¹ RTI2 Framework. www.tncore.gov

monitor students in the Tiers, and ensure all targeted instruction and student placement is responsive to student needs.

This section provides an overview of our implementation of this RTI framework at STRIVE, with specific descriptions of each tier in the model and how all students, including Special Populations and At-Risk Students will be served. The following list are students who fall in our Special Populations group:

1. At-risk Students, i.e., those who are below grade level academically and/or behaviorally
2. Students in the Special Education Program
3. English Language Learners
4. Gifted Students

II. RTI Framework Implementation at Strive

A. Supports for All Students, including At-risk students

STRIVE Collegiate Academy will utilize the rigorous support systems implemented throughout the school to serve all of its students, including those at risk academically and/or behaviorally, those with Individualized Education Plans (IEPs) and Section 504 plans, English Language Learners (ELLs), and students identified as intellectually gifted. STRIVE will follow the protocols in place in MNPS to provide additional support to students and identify those who may be in need of special services. These protocols are based on progress monitoring student performance and students' response to intervention (RTI).

1. Universal Screening

In implementing the research-based framework above and detailed more fully in **Assessment**, we will use two assessments as universal screeners at STRIVE. These assessments will take place during the Summer Leadership Academy in July, where students will take the MAP assessments in Math, Reading, Language, and Science and students will also take the Fountas & Pinnell (F&P) Benchmark Assessment in reading to determine their instructional reading level. These diagnostic assessments will be used to inform instructional planning in the summer as well as students' initial placement in the tiers.

2. Moving through the Tiers

Every six weeks aligned to our data cycle (presented fully in **Assessment**), teachers will review student academic data, including internal and external assessments results. In years 1 and 2, each teacher will have an individual meeting with the School Leader to review his/her students' results, develop an action plan for re-teaching and consider changes to a student's placement in the Tiers. In year 3 and beyond, these meetings will be during professional development sessions with teachers examining data together in grade level and content area teams with School Leadership.

Then, all the teachers at the grade level (each grade level will have a team of teachers dedicated to that grade level consisting of the five core academic teachers and the special education instructional specialist) will meet every week for one hour on Wednesdays during professional development. Every six weeks aligned to the data cycle and following the individual teacher's data meeting with the School Leader, the grade level will review a larger data set. This data will include internal and external assessments results, including results from progress monitoring in a specialized intervention; behavioral data such as attendance, paychecks, and discipline actions; and observational data use this data to identify students who are

struggling academically or behaviorally. Students are identified who are a) failing multiple classes, or b) are having consistent behavior issues across classes.

The grade level team then identifies appropriate supports and interventions for each student, such as placing students in Integrated Tutorial Block, adjusting their Guided Reading group, and/or increasing the intensity/frequency of existing supports. As students’ supports change and intensify, this is reflected in the team’s data notebook, and the students Homeroom Teacher/Advisor are informed. Students’ progress is revisited by the grade level team and supports adjusted accordingly. When a student moves to Tier III supports, they will be referred to the RTI Team. The RTI team consist of the School Leader, the Instructional Specialist and/or Dean of Student Supports, current grade level teacher, and other teachers as appropriate. A meeting is held with the family and the student’s Homeroom Teacher/Advisor to discuss the supports being provided and steps the student and family can take to support student success. This process continues as described above until the student is either successful, or they move to have more supports put in place until they eventually are successful in the model. The process is overseen by the grade level lead teacher, and is supported by the grade level teachers and homeroom teachers/advisors.

3. Supports in Each Tier

Many supports in our Response to Intervention framework are fully presented in **Academic Focus and Plan** since our entire academic model incorporates personalized learning. The following chart presents an overview of the supports in all tiers.

	Programmatic Supports for ALL Students	Notes/Explanation
Tier I	High quality core instruction in ELA, math, science, social studies	<ul style="list-style-type: none"> • Multi-modal pedagogy • Differentiation by readiness • Small group instruction • Targeted instruction during independent practice and effective use of technology (e.g., Khan Academy)
	Enrichment: Literature Circles	<ul style="list-style-type: none"> • Daily facilitated reading discussions for 45 minutes • Enrichment opportunity for those reading on and above grade level • Opportunity for student leadership
	Enrichment: Integrated Tutorial Block – Advanced Study and/or Peer Tutoring	<ul style="list-style-type: none"> • Students above grade level work on rigorous academic project • Students above grade level tutor peers during ITB and/or lunch to promote student leadership and academic growth
Tier II	All Tier I core instruction PLUS	
	Guided Reading	<ul style="list-style-type: none"> • Daily reading instruction for 45 minutes • Students placed according to reading level • Fluid groups through ongoing assessment

	Integrated Tutoring Block – Academic Support	<ul style="list-style-type: none"> • Daily teacher led tutoring by content area • Students placed based on assessment results; regrouped according to data/instruction cycle • Focus on ELA/math for struggling students
Tier III	All of the above PLUS	
	More intensive Guided Reading	<ul style="list-style-type: none"> • Smaller student groupings, more individualized instruction
	More intensive tutoring during Integrated Tutorial Block	<ul style="list-style-type: none"> • Smaller student groupings • More focus on one subject as determined by student needs to increase frequency of support in identified area • Research-based interventions such as DreamBox, Corrective Reading for students below grade level
	Small group targeted support on Saturdays	<ul style="list-style-type: none"> • Academic support provided to identified students during part of Saturday Academy and Family Data Days
	Intensive remedial small group support in academic subjects during the summer	<p>This will be a session where students who are in danger of repeating a class and need additional support can receive that support. There is no guarantee that students who attend the Summer Academy will be promoted to the next grade, but we will require students to attend if they are in danger of failing. This will give those individual students more time on task and targeted support to help them in their transition into the next school year.</p>

III. Special Education at STRIVE

STRIVE Collegiate Academy will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of the state of Tennessee and Metro Nashville Public Schools.

A. Special Education Program Model

Based on current enrollment in the middle schools in the McGavock cluster, we expect that approximately 15-17 % (approximately 20 students/Special Education Instructional Specialist) of our students will receive specialized services through IEPs and have budgeted accordingly. While this is a significant number, the design of our program provides supports for all of our students, including those with disabilities. We believe that high quality core instruction includes supports and strategies that have long been identified as effective with special populations, such as differentiation, targeted instruction, and small group tutoring. In addition to these school-wide strategies, we will implement specific strategies for

students on IEPs, including specialized instruction, collaboration between general and special education instructional specialists and effective leadership and oversight of our special education program.

B. Special Education Staffing Plan

Our proposed School Leader has extensive experience with both special education and ELL populations, and understands the training needed to be successful with both populations. She led the Special Education department for several years, where her duties included, but were not limited to: managing the Special Education director; drafting IEP's; and leading the Admission, Review, and Dismissal (ARD) Process for students and families.

Our staffing plan for special education at capacity includes a Dean of Student Supports who will serve as our special education coordinator and ensure compliance and high quality delivery of services, and four special education instructional specialists. In years one and two, the special education teachers will report to the School Leader and they will work directly with a contracted service provider (i.e. Franklin Learning Center) to provide related services. In year one, there will be one Special Education Instructional Specialist. In year two, we will hire another full time special education instructional specialist as well as continue to contract for oversight of our special education program, including evaluations and Team meetings. In year three, we will hire a full time special education coordinator (Dean of Student Supports) and another special education instructional specialist. In year four, we will hire another special education instructional specialist, bringing our special education staff to a total of five: one coordinator and four full time teachers. Beginning in year 3, the special education teachers will report to the Dean of Student Supports and the Dean of Student Supports will report to the School Leader. Based on our enrollment projections, in our first year, we will have a full-time Special Education Instructional Specialist to provide services to our students with disabilities. In addition, we will contract with a service provider to support and deliver other related services (i.e. Psychology, OT/PT services) as needed. This team will work together to provide evaluations, service delivery, and team meetings.

Under TN law TCA 49-1-104, the size of a Special Education class/caseload should not exceed 25 for grades 5-6 and should not exceed 30 for grades 7-8. At STRIVE, there will be one Special Education Instructional Specialist per grade level. In Year 2, there will be two Special Education Instructional Specialists and in Year 3, there will be three Special Education Instructional Specialists and one Dean of Student Supports. With a special education rate of approximately 17%, there will be about 20 students within one grade level and STRIVE's model of one teacher per grade level meets Tennessee statute of maximum class/caseload size within a specific grade level. Based on the 2013 Special Education percentages from the MNPS Report Card (listed below), the range between elementary and middle school is between 12-15%. STRIVE has overestimated this percentage and wants to ensure the school has the individuals and resources in place to support teaching and learning of students in special education at STRIVE.

2013 McGavock Cluster Special Education Percentages

Elementary Schools	% SPED
Andrew Jackson	12.7
Dupont Elementary	11.8
Tulip Grove	14.2
Dodson	13.3
Hickman	14.7
Ruby Major	10.2
Napier	16.6

McGavock	9.4
Hermitage	14.6
Pennington	9.0
Stanford	9.2
Elementary Percentage	12.3
MNPS Elementary %	13.5
Middle Schools	% SPED
Dupont-Hadley	15.7
Dupont-Tyler	16.0
Donelson	11.5
Two Rivers	14.7
Middle Percentage	14.5
MNPS Middle %	12.8

We will adjust this staffing based on actual student enrollment over the charter term. Depending on student enrollment and needs, we expect that we will have one special education instructional specialists per grade level, though special education instructional specialists may work with students in other grades once specific needs are identified. Allocating staff in this manner allows for collaboration in grade-level teams and makes special education a coherent part of each grade level team. Special education instructional specialists will be licensed and endorsed pursuant to the law. As such, they will be trained in employing different teaching techniques; training in special education policies, procedures, techniques, and laws will be provided for all teachers during summer professional development and ongoing as needed.

The ultimate goal of Special Education at STRIVE Collegiate is to have ALL of our students in Special Education participate fully in the general education classroom. Our focus will be on differentiation, small-group and individualized instruction within the classroom, push-in/pull-out services, and co-teaching. Our Special Education instructional specialist/department, in collaboration with our instructional team, will focus on interventions, remediation and individual support for students who are struggling academically. The Special Education instructional specialist/department is charged with helping to meet the individual academic needs of ALL students—including those who are not in the Special Education program—and supporting our instructional team by offering support within the classroom and sharing strategies and resources and materials for intervention.

C. Identification and Evaluation of Students with Disabilities

1. Incoming Students

When students arrive at STRIVE, families will receive a document where they can indicate if their child has receive Special Education services at their previous school. Also, in the process of requesting documents for all incoming students, we will request any Special Education documentation from the appropriate departments of the sending school. For all students who self-identify during the application process, we will set up a transitional IEP Team meeting with the student and family in the summer leading up to the start of the school year to review the Individual Education Plan (IEP). This process may include updating goals and services as appropriate.

2. Current Students

As described above, our RTI² system includes universal screenings and a continuum of supports for all students in which their progress will be monitored. Students who continue to struggle in basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression after Tier 3 supports, and whose progress monitoring indicates they are making less than adequate progress even after more intensive, pre-referral as determined and monitored by the RTI² (Support) team, may be referred for an evaluation for a specific learning disability (SLD). Information from any screenings during any one of the tiers can be used as part of the eligibility determination with written parental consent. We have provided a visual of the decision criteria for a SLD.

Tennessee SLD Definition

Condition 1		Condition 2		Condition 3
Underachievement in: <i>Basic Reading Skills</i> <i>Reading Fluency</i> <i>Reading Comprehension</i> <i>Written Expression</i> <i>Mathematics Calculation</i> <i>Mathematics Reasoning</i>	+	RTI: <i>Insufficient response to scientific, research-based intervention.</i>	+	Exclusionary Factors: <i>Conditions 1 and 2 are not primarily due to: Visual, Hearing or Motor Disability; Intellectual Disability; Emotional Disturbance; Cultural Factors; Environmental or Economic Disadvantage; Limited English Proficiency; or Excessive Absenteeism.</i>

STRIVE's RTI² (Support) team consists of the School Leader, general education teacher, parent, and Special Education Instructional Specialist (because the team will be small, the SPED Instructional Specialist will be on this team for the first few years) who implement, monitor and ensure that behavioral, social, emotional, academic, and attendance support is being provided to the referred student to support academic achievement. This team may serve as a step between recognition of a problem and the formal referral for an evaluation, which is when the special education procedures begin. The RTI² process is not required for all disabilities, so we plan to use other methods for identifying other disabilities (i.e. using our tiered behavioral system for behavioral disabilities). However, some students can be referred prior to the completion of the RTI² process, such as a student who has an Intellectual Disability. Once there is evidence that the student made little or no progress after Tier III interventions, the RTI² (Support) Team will gather the necessary information (some of which is located in each student's Personalized Learning Profile).

This information includes the following (at minimum):

- Parent Input to include any pertinent familial information, family/student medical history, etc.;
- Teacher Input to include an indirect observation, work samples, documentation of differentiated instruction, etc.;
- Documentation of the Problem to include classroom-based performance assessments, standardized testing results, and other relevant assessment data;
- A Detailed Description of the Intervention Process to include interventions used, attendance, frequency of implementation, duration of implementation, and fidelity monitoring; and
- Progress Monitoring data indicating a lack of responsiveness to intervention.

Once this information is gathered, the school has 60 calendar days to conduct the initial evaluation and make an initial educational placement from the day they received the informed parental consent for an initial evaluation. Once the evaluation or reevaluation is completed, the IEP team, which includes the parent or guardian, the LEA Representative (School Leader), the student's general education classroom teacher; the Special Education Instructional Specialist, the MNPS contracted diagnostician (i.e. psychologist); and other professional personnel (based on the child's needs), gathers to review the information to make a decision regarding services/non-services in Special Education or related services. An IEP is developed for a student when that student has a disability and has identified need for special education and/or related services.

In order for the student's eligibility for special education services to be established, the IEP team will complete and sign the Specific Learning Disabilities Assessment Documentation Form. An Eligibility Report and a Prior Written notice indicating the student's eligibility determination will also be completed. The school will provide the parent/guardian with a copy of all signed documents and a copy of the *Tennessee Department of Education's Individuals with Disabilities Education Act Notice of Procedural Safeguards*.

D. Section 504

Section 504 provides protections to students who are determined to 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment. It also requires schools to provide eligible students appropriate educational services similar to those of their non-disabled peers. STRIVE will adhere to all obligations under the Individuals with Disabilities Education Act and Section 504. Using the same identification process as outlined above, we will identify and develop plans for students eligible for protection under Section 504. The Special Education Instructional Specialist will serve as the Section 504 coordinator to ensure that the legal rights of these students are met and that their special needs are effectively served.

E. A Continuum of Service Delivery

Special education instructional specialists will provide push-in and pull-out services to students on their caseload, with the schedule designed to maximize in-class supports. This approach will be effective because of the ongoing collaboration and support between general and special education instructional specialists described above. Other support personnel (i.e. contract with the Franklin Learning Center) – psychologist, speech pathologist, occupational therapist, physical therapist, or social worker – will be retained as needed. They will have an inclusive orientation for their delivery of services.

STRIVE will develop a comprehensive IEP for students with special needs using the least restrictive environment (LRE) model. The IEP team will review all data – the material on the referral form, the written report of the assessment team and information from the RTI² (Support) team – to determine eligibility for special education services. The IEP will contain the student's present level of academic performance, annual goals of the program, short-term objectives, identification of special education services that are needed, timeframe it will take to meet goals, a service delivery grid and evaluation procedure.

Students who receive special education services, level of participation in the general education program will be addressed by the IEP team. As described below, STRIVE will provide services to students through inclusion in the general education classroom with the special education instructional

specialist as a consultant; through a co-teaching model in an inclusion classroom; and through specialized instruction during designated periods during the day. Special Education services will be the most intensive level of intervention. The students will remain in the core class and will have access to tiered instruction within the general education curriculum to the greatest extent possible. Modifications to the curriculum will be documented in the IEP. Accommodations and/or changes made in order to provide a student with equal access to learning, will be developed, documented on the student’s IEP, and implemented in all classes. Also, STRIVE will adhere to the test accommodations for a flexible setting, and students will be allowed to take their assessments in a designated classroom, if called for. Special assessment accommodations (i.e. smaller group, oral assessment, etc.) will be provided during state/district assessments. The interventions will be tailored to the student in the area of the identified disability, and progress toward their IEP goals will be monitored weekly or biweekly. All parents will be notified of their child’s achievement at the same frequency as their non-eligible peers and will have the same access to grade reports online. Additionally, students’ progress toward meeting outcome goals outlined in their IEP will be monitored and communicated quarterly to families. This IEP quarterly report (i.e. from EASY IEP) will be provided with student’s quarterly Report Cards. When students fail to respond to intervention as a result of the provision of special education services, the IEP team will be reconvened to reevaluate the IEP’s.

1. Inclusion and Co-teaching

Collaboration between the general education teacher and the special education teacher is essential for an effective special education program. This is particularly true for an inclusion and co-teaching model. Therefore, through regularly scheduled co- planning meetings built into the school schedule, special education instructional specialists will work collaboratively with general education teachers of the students they support to provide classroom and instructional adaptations, identify and explain students’ learning styles and suggest differentiation strategies for instruction. The special education teacher’s schedule will be flexible in order to meet with general education teachers during their scheduled planning block. Co-planning and appropriate instructional accommodations and modifications of class work, assessments and homework will be ongoing.

We will also utilize a co-teaching model to support students in the special education program. Co-teaching is an instructional delivery approach in which a classroom teacher and a special education instructional specialist (or other special services professional) share responsibility for planning, delivering, and evaluating instruction for a group of students, some of which qualify for special education services. (Friend, Reising, & Cook, 1993) In our model, the general and special education instructional specialists will be mutually responsible for instructional planning and delivery as well as assessment for all students in the class. We expect co-teaching will occur most often in ELA and mathematics classes, and we will utilize multiple co-teaching models (listed in the chart below) – including one teach/one support, station teaching, and team teaching – as appropriate.

Model	Description	Rationale
One Teach, One Support	One teacher has the primary responsibility for planning and teaching, while the other teacher moves around the classroom helping	<ul style="list-style-type: none"> • Students receive individual help in a timely manner. • It’s easier to keep students on task because of the proximity of the teacher.

Model	Description	Rationale
	individuals and observing particular behaviors.	<ul style="list-style-type: none"> The supporting teacher can walk around and still continue to observe the other teacher model good teaching practices.
Station Teaching	Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teachers are at particular stations and the other stations are run independently by the students or by a teacher's aide.	<ul style="list-style-type: none"> Each teacher has a clear teaching responsibility. Students have the benefit of working in small groups. Fewer discipline problems occur because students are engaged in active, hands-on learning.
Team Teaching	Both teachers are responsible for planning, and they share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline.	<ul style="list-style-type: none"> Each teacher has an active role. Students receive two points of view which models academic discourse within the classroom. This approach encourages right taking. Teacher may try things in pairs that they wouldn't try alone.

The ongoing collaboration between general and special education instructional specialists will ensure that teachers are able to provide all students access to the general curriculum and implement appropriate modifications and accommodations in the classroom. For example, some students may read an abridged version of the class text in English or have a written assignment with adjusted requirements in terms of length and complexity. Or, a teacher may provide class notes to a student prior to class and the student would highlight appropriate information rather than taking notes him/herself. These modifications will be developed on an ongoing basis for individual students. Please see the table below to see other ways we will support teaching and learning of students in Special Education at STRIVE:

Special Education Strategy	Teaching and Learning @ STRIVE
Collaborative Strategic Reading (CSR): A research-based intervention that includes strategies for summarizing information, asking and answering questions, monitoring comprehension and taking steps to improve understanding, and peer discussion	<ul style="list-style-type: none"> Used in content area classes (i.e. Science and Social Studies) when reading a non-fiction text reading. Used as a strategy when students are reading at home to help them with reading monitoring and comprehension. This also give parents a way to support their child's reading.
Sheltered Content: Teacher delivers grade-level objectives through modified instruction that makes the information comprehensible to students	<ul style="list-style-type: none"> A component of the SIOP Model is <i>Strategies</i>. An example strategy that can help support students in Special Education is Strategic

Special Education Strategy	Teaching and Learning @ STRIVE
<p>while promoting student achievement. In a study with middle school students with learning disabilities, students made significant growth in writing when teachers used the SIOP Model (Echevarria, 1998)</p>	<p>Sentence Starters. Giving students sentence starters or frames in English Language Arts, Mathematics, Science or Social Studies provides the support many students need in order for them to participate in academic discourse.</p> <ul style="list-style-type: none"> • Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts is another SIOP <i>Interaction</i> strategy. This strategy aligns with the workshop model. Students are able to see a skill modeled by their teacher, they can work with a peer during guided practice, and then they are able to fully engage with the skill independently during independent practice. The different touch points within the workshop model supports learning of students in Special Education.
<p>Allow extra time for students to process information: Students will learning differences are often just processing a question by the time the answer is given.</p>	<ul style="list-style-type: none"> • Teachers at STRIVE will plan for and implement strategies such as asking a question, letting the student know he or she will be asked for the answer, and then coming back to the student.
<p>Scaffold assessments to measure understand: Students’ disabilities can interfere with their demonstration of knowledge and understanding.</p>	<ul style="list-style-type: none"> • Teachers at STRIVE will plan for and implement strategies to scaffold assessments. For example, rather than asking a student to write an explanation of a concept, the student could list the features of the concept, label a graphic organizer that is provided, or complete an outline rather than generate a summary or essay. The use of scaffolding will eventually give students the skills and confidence to explain a concept thoroughly or write a summary or essay.

2. Extension and Support Class

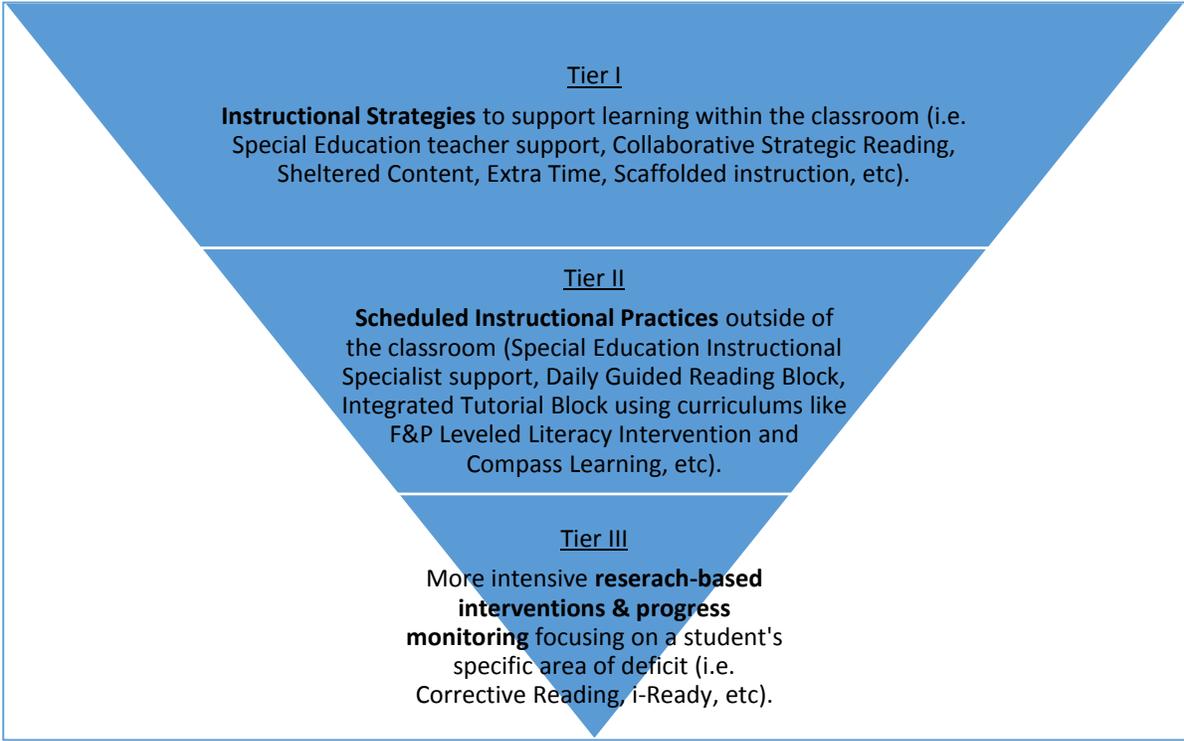
At STRIVE, students with IEPs will attend general education classes the majority of the time. We will have a resource class for students who may need additional support in a smaller class setting, may need more curricular context before engaging in the general education content, or may need additional support and time outside of the general education classroom. The resource time will be determined by a student’s IEP, and may be scheduled during Integrated Tutorial Block and, if appropriate, during part of science or

social studies. The chart below describes curriculum used for extended learning beyond Tier I for students in Special Education.

Curriculum	Description	Rationale
Guided Reading	<ul style="list-style-type: none"> • Guided reading is an instructional approach that involves working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. • The text is easy enough for students to read with a teacher’s skills support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. The teacher chooses selections that help students expand their strategies. • Instruction on fluency, decoding, comprehension skills and strategies, and discussion skills 	<ul style="list-style-type: none"> • Small group reading instruction in a student’s zone of proximal development. • Differentiates instruction, explicitly teaches all aspects of reading instruction, deepen comprehension, and develop discussion skills as students talk about texts. • Increases the amount of independent reading in school. • Scholastic library provides variety of text types that we want our students to access.
Leveled Literacy Intervention	<ul style="list-style-type: none"> • Remediation support for students who are below grade level expectations in reading. • Systematic instruction in phonemic awareness, phonics, and comprehension, as well as opportunities for fluency and writing practice. 	<ul style="list-style-type: none"> • LLI provides an additional opportunity for students who are currently below-level to receive instruction at their instructional level. • Include at home reinforcement activities. • Provides ongoing assessments to monitor progress. • Specific supports for English language learners and students in Special Education.
Compass Learning	<ul style="list-style-type: none"> • Compass Learning equips teachers with the digital tools to address three major instructional needs: blending learning, intervention, and project-based learning. • Compass Learning combines rigorous, research-based instruction with fun-digital content and real-time, actionable data to produce greater student progress faster. 	<ul style="list-style-type: none"> • We are using NWEA MAP, and Compass Learning supplements the MAP data with automatically generated individualized learning plans based on assessment results. • The Compass Learning/NWEA partnership enables MAP assessments to communicate student performance information directly to the Compass Learning management system. The system, in turn, automatically develops targeted, individualized learning paths to help each student master critical content.
Corrective Reading	<ul style="list-style-type: none"> • Intensive Direct Instruction-based reading intervention for student 	<ul style="list-style-type: none"> • Results from studies on Corrective Reading groups have indicated that these groups significantly outperform

Curriculum	Description	Rationale
	struggling with decoding and comprehension. <ul style="list-style-type: none"> Sequenced and carefully planned lessons that give struggling students the structure and practice needed to become skilled, fluent readers and better learners. 	control groups on a variety of measures including standardized assessment, program-based criterion-referenced tests, and oral reading fluency probes. Results also indicated that many students experienced positive changes in behavior and increased school attendance ⁶² .

F. **A Visual Representation of Special Education support at STRIVE:** If a student is in Special Education, they still are required to receive general education support. Below is a chart that explains how STRIVE will support students in Special Education.



G. Professional Development in Special Education

The Special Education Instructional Specialist will receive professional development similar to the content area teachers. The teacher will be on the School Leader’s observation cycle and, based on students’ needs, will have weekly or bi-weekly one-on-one meetings with the School Leader. The

⁶² Marchand-Martella, N., Martella, R., & Przychodzin-Havis, A. 2005. The Research Base and Validation of SRA’s Corrective Reading Program

Special Education Instructional Specialist will also be connected to other Special Education teachers at local charters to help with development as a Special Education leader. Throughout the school year, the Special Education Instructional Specialist will also engage in weekly professional development alongside the content area teachers. Please see sample topics below:

Professional Development	Description
Instructional Planning & Delivery	The Special Education Instructional Specialist will work in conjunction with the content area teachers to discuss potential co-teaching plans and/or lesson planning strategies to incorporate based on the data of students in Special Education.
Data Analysis	The Special Education Instructional Specialist will spend time analyzing the data of students in Special Education. During this time, he/she is able to update the students Personalized Learner Profile that will accompany the Individualized Education Plan (IEP). Since students in Special Education are sometimes progress monitored more often than a student in the General Education classroom, data analysis could take place weekly, monthly, or quarterly.
Pedagogical & Content Knowledge	It is critical that teachers stay up to date on the latest research and practices to improve teaching and learning. In order to ensure this happens, the Special Education Instructional Specialist will engage in article discussions, book talks, and observations with STRIVE’s team and at other schools.
Peer Observations & Feedback	Teacher collaboration is critical to the success of all teachers and students. The Special Education Instructional Specialist will work with all of the teachers, which is an opportunity to give feedback to the content area teachers and receive feedback based on co-taught lessons.

H. Discipline

STRIVE will meet all requirements of Section 504 of the Rehabilitation Act, the IDEA, and State laws regarding disciplining of students with disabilities. Our policies are fully detailed in **Attachment 5 – Student Handbook and Discipline Policy**. At a high level, students with disabilities will be disciplined according to our discipline policy and as outlined in their IEP. The Special Education Instructional Specialist, in year 1 and 2, and Dean of Student Supports, beginning in year 3, will monitor discipline incidents for students with IEPs or 504 plans. If a change of placement occurs, the student will be entitled to a free and appropriate public education (FAPE) during this time as determined by the team. Within 10 school days, the team, including a parent, will also review appropriate information and make a manifestation determination. If the behavior is determined not to be a manifestation of the disability or the school’s failure to implement the IEP, STRIVE will apply the same discipline procedures as for a general education student, and review and revise the behavior plan while still providing FAPE services as above. If the behavior is determined to be a manifestation of the student’s disability or the school’s failure to implement the IEP, STRIVE will immediately take steps to review and rectify the situation. We will approach our work with students with special needs in a careful and intentional manner, with the goal of treating students similarly to other students, but acknowledging and supporting their disability. We will also seek to give students the tools to learn to make good decisions that will serve them well at STRIVE and in their future endeavors. All STRIVE staff will participate in training at the start of the year, as well

as during professional development during the year to support their work with students with disabilities, and to provide them with the skills to implement our clear expectations for all students while honoring the needs of individual students.

I. Monitoring and Evaluation of Special Education

Students in our special education program will participate in the school-wide systems for monitoring and evaluating students' progress described above as well as in **Assessment**. In addition to these systems and data points, data from students' IEP and 504 plans will be captured in the Personalized Learning Profile (fully detailed in **Assessment**). Similar to the process for all students, during our quarterly Report Card Saturdays, students, families and the teaching team will have the opportunity to evaluate each individual student's progress and adjust/update goals for that individual student. The Special Education Instructional Specialist also works regularly with grade level teams to ensure unit & lesson plans incorporate the necessary accommodations and modifications for the students in their classes. The special education team will also provide ongoing professional development to the entire staff to improve instructional practices to meet the needs of all learners.

Dismissal from Special Education. A student can move from special education interventions to general education interventions if there is sufficient evidence to suggest that the student no longer needs special education services. Moving from special education to general education will be supported by multiple sources of data. The goal is for all students to be served at their level of need within the least restrictive environment. The IEP team will use the Re-evaluation Summary Report process to gather all sources of data and make an eligibility determination.

Further, per IDEA, we will have an IEP meeting for students who have an IEP or are in the 504 program. This meeting could take the form of an annual, re-evaluation, update meeting, or transition, and will be on a case-by-case basis for each individual student. During an annual IEP meeting, we discuss the following: assessments the student has taken or will take; the student's eligibility for service; competencies being shown in the student since the last meeting; goals & objectives for that student for the next calendar year; the actual services needs and the duration of those services. After the IEP meeting, the Special Education team will meet with the grade level teachers to discuss any adjustments or additions for that individual student. Finally, the School Leader and Special Education Instructional Specialist will regularly conduct an evaluation of the special needs program for compliance and quality control to ensure that all of our students are achieving.

IV. English Language Learners

Based on current enrollment in the middle schools in the McGavock cluster, we expect that at least 8% (approximately 10 students) of our students will be identified as English Language Learners (ELLs). STRIVE will follow the Tennessee Board of Education's English as a second language (ESL) program policy, which sets the standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP) (3.207).

Our school design is well suited to the language acquisition needs of ELLs, as outlined in Section II of this application, and most specifically our approach to literacy through our focus on targeted reading instruction, differentiation in all core classes, and embedded, individualized supports. We will use the

proficiency level determined by the placement assessment, the Tennessee English Language Placement Assessment (TELEPA) as described below, to develop an appropriate ELL program plan for students. Primary program components will be sheltered English immersion (SEI) in the general education classroom, push-in services provided by an ELL-certified English Language Arts teacher and English language development instruction by qualified staff during tutoring and additionally, as needed. Each student's program of services, including minutes of English language development instruction, will be based on TELEPA results.

For the past six years, the proposed School Leader worked at KIPP Dallas Ft. Worth, which had a population of 54% Latino and 45% African American, with an ELL population of about 8%. During her time at KIPP DFW, she taught English Language Learners in Social Studies. She was able to get 100% of her students in ELL to pass the state assessment in Social Studies. In addition to her teaching experience with students in ELL, she led the Language Proficiency Assessment Committee (LPAC), which included teachers and consultants, in the implementation of an effective plan to serve English Language Learners. The proposed School Leader has led the process of serving English Language Learners from start to finish. When students enrolled in school, parents would complete the Home Language Survey. Once the school received the necessary information, they requested data from the receiving schools, but traditionally gave all new students the Woodcock-Munoz Language Survey in order to create a plan to support their learning. Once the results were ready, they were sent to the parents with the consent form for ELL services.

The school created a plan for each child and provided professional development to teachers regarding ELL strategies to implement across the content areas. They also set-up quarterly meetings with parents to educate them on what was going on and how the school was supporting their child. Since the School Leader didn't speak Spanish fluently, she found ways to utilize all of her staff and even some of her Spanish-speaking parents to help translate one-on-one and whole-group parent meetings. At the end of each year, students who were identified as ELL/LEP had to take the Texas English Language Proficiency Assessment System (TELPAS), and the proposed School Leader used her ELL consultant and teachers to administer these assessments. The other part to the TELPAS was to provide writing samples from the ELA & Content area teachers. These samples were examples of students writing abilities across the content areas. After receiving the writing samples, the proposed School Leader provided professional development, alongside the ELL consultant, to a small group to teachers who had to rate each writing sample. At the end of the testing window, the school sent the scores and writing samples to the Texas Education Agency, who scored the assessments and writing samples.

The proposed School Leader's experience has given her many opportunities to implement and support excellent teaching and learning to English Language Learners. She has had the opportunity to execute and develop others around the process. The proposed School Leader is confident that the teachers at STRIVE, being ELL-certified and receiving SIOP training, will strive to provide a top-quality education for EVERY child.

A. ELL Staffing Plan

Our Literacy Coach and English Language Arts teachers will be or will become ELL-certified to help support the other teachers and students within the first couple of years in addition to contracting with a

related services provider, as noted above in Special Education, to assist with the assessment and progress monitoring of every student in the ELL program. We also hope to work with organizations such as Conexion Americas and Nashville International Empowerment Center to enable our school to effectively partner with ELL families. Our English Language Arts teachers and Literacy Coach will also be responsible for monitoring the students' progress, providing professional development to our teachers and providing the necessary supports to enhance in-class instruction (i.e. dual-language dictionaries, vocabulary supports, etc.). The ELA teachers are only responsible for teaching two sections of classes, which gives them more time to plan and support ELL and additional instruction for ALL students.

Using the data from the MNPS Report Card, the 2013 EL Data in the McGavock Cluster is listed below with the percentage of ELL/LEP students at the Elementary level ranging from 8.8%-11.6%, which equals approximately 11-14 students and at the Middle School level ranging from 4%-5%, which equals 5-7 students, in the ELL program at STRIVE. Based on the MNPS Report Card, MNPS's LEP/ELL percentages for students at the Elementary level was approximately 6.5%-11.5% and at the Middle School level was approximately 2.8%-7.3%. If STRIVE uses the 15% presented in the review committee's report, they would serve up to 18 students in the ELL program at STRIVE. With up to 18 students in the ELL program, the school would plan to divide the students among the four homeroom classes. This gives the students a potential collaborative group of English Learners within each class and ensures that the groups are small enough for teachers to do in-class differentiation within the core classes. Each one of the ELA teachers will be ELL-certified or will go through the certification process within the first year. If teachers are not certified, the school will work with them to ensure they are certified within the first year. This ensures that students have the necessary supports within their English Language Arts classrooms and other teachers have peer teachers who can support the implementation of EL strategies across the content areas. In addition to being ELL-certified, the two ELA teachers along with the Special Education Instructional Specialist will participate in SIOP training within the first year in order to roll out the first two components of the SIOP model in STRIVE's lesson plan template (**See Attachment 15 for sample lesson plan**) and within all classes at STRIVE. This training has been budgeted in the Staff Development budget.

McGavock Cluster EL/LEP Percentages

Elementary Schools	% EL	% LEP
Andrew Jackson	6.0	6.7
Dupont Elementary	3.5	4.6
Tulip Grove	9.7	14.0
Dodson	8.3	11.2
Hickman	12.8	16.1
Ruby Major	7.6	12.5
Napier	3.0	3.8
McGavock	20.1	27.9
Hermitage	12.2	13.9
Pennington	12.1	14.7
Stanford	1.9	2.2
Elementary Percentage	8.84	11.6
MNPS Elementary %	11.5	6.5

Middle Schools	% EL	% LEP
Dupont-Hadley	1.5	2.2
Dupont-Tyler	5.4	6.8
Donelson	5.3	6.5
Two Rivers	4.7	7.3
Middle Percentage	4.2	5.7
MNPS Middle %	7.3	2.8

B. Identification of ELLs

As part of the enrollment packet, parents will receive a Home Language Survey (HLS), a school-developed tool that will be given to all entering students and used to identify students who may not be proficient in English. The Home Language Survey is designed to identify, for possible further evaluation:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home; or
- Students who use a language other than English in daily non-school surroundings.

If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency. We will utilize the Tennessee English Language Placement Assessment (TELP). Any student who scores anything less than English Proficient on the TELPA will be enrolled in the English Language Learners (ELL) program and will be eligible to receive English Language Development (ELD) services. In some cases, the will receive scores from the previous school from ACCESS for ELs (the Tennessee Department of Education will transition from the ELDA to ACCESS starting in 2014-2015), administered at the end of the previous year, in which then we would use those scores to determine a student’s program eligibility. In addition to requesting their assessment scores, we will request any information from the previous school that would help us serve that student.

Once the school receives the data, they will send the ELL Program Eligibility Determination/Recommendation Form, within two weeks of student enrollment, to the parents to notify them that the TELPA (Idea Proficiency Test (IPT) is another test that can be used in Tennessee) has been completed. It will provide the assessment results, eligibility status and informs parents of their right to refuse ELD services. If initial eligibility assessment results determine that the student is not eligible for ELD services, the classification of the student will be Non-English Language Background (NELB). If the results determine that the student is eligible, they will fall into the category of LEP and will receive ELD services, upon the parent’s approval. At that time, we will send the Recommendation form notifying the parent of the recommendation for ELD services during the coming academic year, as well as all other required forms that provide appropriate assessment information.

Newcomer Student

STRIVE plans to work in collaboration with Metro Nashville Public Schools, in particular the International Newcomer Academy, to serve any Newcomer Students who enroll at STRIVE Collegiate Academy. A Newcomer Student can be defined using the following criteria:

- New to the U.S.
- Possess no literacy in native language
- Scores “0” on the English proficiency screening assessment (TELP)

- Has attended fewer than 2 years of formal schooling, if any

Waivers, Opting Out, & Re-Entry the ELL Program at STRIVE

Waivers. If a child qualifies for the ELL Program, the parent/guardian may waive the services of the ELL program. If the parent/guardian waives the ELD services for their child, the student must continue to take the state mandated ACCESS for ELs assessment to assess English proficiency until he or she meets the English proficiency criteria set forth by the Tennessee State Department of Education. A parent may not waive ELD services until their child has taken the TELPA and qualifies for the ELL program.

Opting Out. Once a student has been assessed, qualifies for ELD services, and begins the ELL program, a parent/guardian has a right to remove his/her child from the program. Once a student has been removed from the ELL program, they will stop receiving ELD services, but will still be required to take the ACCESS for ELs every year until he or she meets the English proficiency criteria set forth by the Tennessee State Department of Education.

Re-Entry. A student may re-enter the ELL program if there is documentation that supports the decision of re-classification, is in the child's best interest, or the parent requests that their child re-enters the ELL program. If a student was waived/opted out within the same year, no re-assessment will be required but may be requested. If the student was waived/opted out for over a year, the student must be reassessed in order to determine the best placement for the student.

C. Language Instruction and General Education Practices

The proposed School Leader has led the process of serving English Language Learners from start to finish. For the past six years, the proposed School Leader worked at KIPP Dallas Ft. Worth, which had a population of 54% Latino and 45% African American, and an ELL population of about 8%. During her time at KIPP DFW, she taught English Language Learners in Social Studies. She was able to get 100% of her students in ELL to pass the state assessment in Social Studies. In addition to her teaching experience with students in ELL, she led the Language Proficiency Assessment Committee (LPAC), which included teachers and consultants, in the implementation of an effective plan to serve English Language Learners.

In alignment with Common Core State Standards, we will ensure that we provide the best practices necessary for English Language Learners to achieve their best. We believe that ALL students should be held to the same expectations under the Common Core State Standards, but some students may require additional support to access the Standards at their highest level. While all classes are taught in English, the level of English used for instruction, verbal and written, will be modified as needed to facilitate ELL students' acquisition of English. For students identified as English Language Learners (ELL), we will use structured English language immersion to accelerate academic progress. We will provide training in sheltered English instruction using the Sheltered Instruction Observation Protocol (SIOP) model so teachers can effectively support our ELL students in the classroom.

STRIVE understands that for English Learners to have access to core content, they need academic language and literacy skills. Informal conversations in English are not enough and the school must ensure

students acquire the language skills for academic discussions and processes such as summarizing information, evaluating perspectives, and drawing conclusions. In order to do so, the school will follow the Sheltered Instruction Observation Protocol (SIOP) model, with the ultimate goal of academic literacy for every ELL student having knowledge of English, knowledge of the content topic, and knowledge of how the classroom tasks are to be accomplished.

A sheltered English immersion class is a content class where a teacher delivers grade-level objectives through modified instruction that makes the information comprehensible all while promoting individual student's academic English development. Effective sheltered instruction is not simply a set of additional or replacement instructional techniques that teachers implement in their classrooms. Instead, it draws from and complements methods advocated for both second language and mainstream classrooms.⁶³

The *SIOP model* is an approach for teachers to integrate content and language instruction to students learning through a new language. The teachers will employ techniques (i.e. verbal scaffolding: paraphrasing, procedural scaffolding: one-on-one, or instructional scaffolding: graphic organizers) that make the content concepts more accessible, and also develop the students' skills in the new language. The *SIOP protocol* is used by administrators and coaches to rate SIOP lessons and measure the level of SIOP implementation.

The SIOP Model consists of eight components:

- *Lesson Preparation*: Begins the lesson planning process where teachers create and include objectives, use supplementary materials and create meaningful activities.
- *Building Background*: Centers on making connections with students' backgrounds and prior learning, and developing academic vocabulary.
- *Comprehensible Input*: How teachers should adjust their speech, model academic tasks, and use multimodal techniques to enhance comprehension.
- *Strategies*: Teaching and learning strategies to students, scaffolding instruction, and promoting higher-order thinking skills
- *Interaction*: Encourage students to elaborate their speech and group students appropriately for language and content development.
- *Practice & Application*: Activities to practice and extend language and content learning.
- *Lesson Delivery*: Teachers present a lesson that meets the planned objectives and promotes student engagement.
- *Review & Assessment*: Reminds teachers to review the key language and content concepts, assess students learning, and provide specific academic feedback to students on their output.

1. Implementing the SIOP Model & Protocol

The creators of the SIOP model suggest that schools should gradually incorporate the components into teachers' lessons over time and as teacher gain proficiency in one component, they suggest adding other components of the Model. It is suggested to that one of the first three components used should be *Lesson*

⁶³ Echevarria, J., Vogt, M., Short, D. 2013. Making Content Comprehensible for English Learners. The SIOP Model.

Preparation because of the importance of including content and language objectives in lessons. The SIOP Model has evolved over the years and professional development is provided in person and online. STRIVE has decided to take advantage of both methods and a two-year plan for implementing SIOP at STRIVE Collegiate Academy is described below.

Year One		Year Two	
Phase One	School Leader will participate in the SIOP National Conference in summer 2015.	Phase One	The Literacy Coach will attend the SIOP Training for Administrators – Fused Online Institute to prepare to support Teaching and Learning of ELLs at STRIVE.
	School Leader will align the first two components (Lesson Preparation & Building Background) of the SIOP model to TEAM rubric for Teaching & Learning (See Attachment 19 for alignment) and the align the same two components of the SIOP Protocol (rubric for assessing Teaching & Learning) to STRIVE’s observation templates during the planning year.		Teacher leaders & the Literacy Coach will provide professional development to the new teachers on the components that were added in year one.
	School Leader will create professional development workshops on the first two components (Lesson Preparation & Building Background) of the SIOP model during the planning year.		Teacher leaders & the Literacy Coach will provide professional development on two more components (<i>Interaction and Practice & Application</i>).
Phase Two	Both ELA teachers and the Special Education Instructional Specialist will participate in the SIOP Training for Teacher Virtual Institute.	Phase Two	All teachers will begin to incorporate 4-6 components developed into their lesson plans. These components will be also be incorporated into STRIVE’s lesson plan format.
	The three teachers and the SL will lead the SIOP professional development session to the entire STRIVE team.		The SL & Literacy Coach will use the SIOP Protocol, incorporating the new components, along with the qualities of excellent instruction from the TEAM rubric to observe, give feedback and coach teachers.
	All teachers will begin to incorporate the characteristics listed in <i>Lesson Preparation</i> and <i>Building Background</i> into their lesson plans. These components will be a part of STRIVE’s lesson plan format.	Phase Three	Professional Development on the last two components (<i>Lesson Delivery and Review & Assessment</i>) will be provided in December for implementation in Spring 2017.

Year One		Year Two	
	The SL will use the SIOP Protocol along with the qualities of excellent instruction from the TEAM rubric to observe, give feedback and coach teachers.		The SL & Literacy Coach will use the SIOP Protocol, incorporating the new components, along with the qualities of excellent instruction from the TEAM rubric to observe, give feedback and coach teachers.
Phase Three	Potentially add two more components (<i>Comprehensible Input & Strategies</i>) in December to be implemented in Spring 2016. We will follow the same process as Phase Two.		

STRIVE has already purchased several books and has access to the PDTToolkit for SIOP. These tools give STRIVE the access they need TODAY to provide English Learners and other students with access to grade-level content standards, develop the students’ academic English skills, and prepare students to be college and career ready. In addition, the ELL-certified teachers (ELA teachers at STRIVE) will participate in ELL professional development offered by the Tennessee Department of Education. These resources coupled with the Virtual Institute options allows SIOP to not only be an excellent, research-based method for students and teachers, but an affordable option as well.

2. Support for ELL Students in English Language Arts (Including Science & Social Sciences)

The Common Core State Standards for English Language Arts (ELA) explain the rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Students in the ELL program bring with them many resources that enhance their education and can serve as resources for our school. We plan to build on the students’ first language and literacy knowledge and skills in order to enhance their acquisition of language and literacy in a second language. As part of the SIOP lesson preparation component to assist ELL students in becoming proficient in the English language, teachers will include language proficiency standards in their daily lesson plans in conjunction with the ELA standards in their daily lesson plans. In an effort to support our students in the ELL program and ensure they achieve academic success, we will make sure they have access to the following elements (the relevant SIOP component is also noted):

- ELL-certified teachers and staff at the school who are well prepared and high-qualified to support the students while taking advantage of the many strengths and skills the students already bring to the classroom (**SIOP: Building Background**);
- A literacy-rich school environment where students are immersed in a variety of language experiences (i.e. peer conferences in ELA) (**SIOP: Practice & Application**);
- Instruction that develops foundational skills in English and enables the students in the ELL program to full participate in grade-level coursework (i.e. differentiated instruction within individual classrooms) (**SIOP: Strategies**);
- Opportunities for classroom discourse and interaction that are well-designed to help students in the ELL program to develop communicative strengths in language arts (i.e. Author’s chair) (**SIOP: Interaction**);
- Ongoing assessments and feedback to guide learning (i.e., MAP, F&P) (**SIOP: Review & Assessment**); and

- English speakers who know the language well enough to provide students with models and support (SIOP: *Comprehensible Input*).

We have provided an illustration of how the workshop model (one of STRIVE’s key literacy strategies) aligns and supports the SIOP model across reading and writing. The workshop model allows students to have authentic experiences in the classrooms that are beneficial to English Language Learners. For example:

Literacy Practice & SIOP Component	Reading and Writing Teaching & Learning Practices @ STRIVE
Literate Discourse, including language and concept development (SIOP: <i>Comprehensible Input</i>): includes using language in particular ways, and particular ways of thinking, feeling, believing, valuing, and acting (Gee, 1990).	<ul style="list-style-type: none"> Teacher models think-alouds during the mini-lesson of reading and writing workshop lesson. Teacher models using a skill and showing his/her reactions using a grade level text during a mini-lesson.
Community of Practice (SIOP: <i>Interaction</i>): in a workshop setting, a high value is placed on the ability community members both to seek help and to provide help to others.	<ul style="list-style-type: none"> Students engaging with peers during the guided practice of the mini-lesson and during shared reading within the workshop model. Students share (author’s chair in Writer’s Workshop and community share in Reader’s Workshop) their own work with peers.
Meaningful Tasks (SIOP: <i>Strategies</i>): In order for ELLs to acquire literate discourse, teachers must start by engaging students in the full processes of reading and writing (i.e. writing to express one’s feeling or opinions and reading for pleasure), then following up with instruction on the parts of reading and writing (i.e. skills mini-lessons) that students require to complete tasks successfully.	<ul style="list-style-type: none"> Teachers teach mini-lessons on a new skill using a grade-level text and students will eventually use the learned skill during Independent Reading using their independent reading books at their own reading level. During independent practice time, students are reading and writing at their level which supports ELL students. One student could be at the planning stage where another student can be at the revising stage. At this point, the teacher can still confer with each based on where they are.
Routines (SIOP: <i>Lesson Delivery</i>): Consistent routines (i.e. Author’s Chair), scaffold the participation of ELLs in the workshop model. If the same routines are repeated daily, ELLs will know what to expect daily. Overtime less attention is on the routine and more attention is on learning the new literacy content, strategies, and skills.	<ul style="list-style-type: none"> The mini-lesson structure is the same every day. The teacher begins the lesson with a word study lesson connected to the reading for the day and then teaches a quick lesson on a skill using a grade-level text. The students practice that same skill with a partner using a shared reading text,

Literacy Practice & SIOP Component	Reading and Writing Teaching & Learning Practices @ STRIVE
	<p>and then the students practice the same skill using their independent reading books that are at their independent reading levels.</p> <ul style="list-style-type: none"> • During the workshop model, students know how the beginning and ending of class will be. It is the same every day, which allows ELLs to focus on the academic content and not the routines in class.

3. Support for ELLs in Mathematics

Students in the ELL program are capable of participating in mathematical discussions as they learn English. Mathematics instruction will draw on multiple resources and modes available in the classroom, such as objects, drawings, inscriptions, and gestures, as well as home languages and mathematical experiences outside of school. Mathematics instruction will emphasize mathematical discourse and academic language. Regular and active participating in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of students in ELL in mathematics. Research has shown that students in ELL programs can produce explanations, presentations, and participate in classroom discussions as they are learning English.

Like students who are proficient in English, students in the ELL program require regular access to teaching practices that are most effective for improving student achievement. Mathematical instruction will be kept at a high cognitive demand, teachers and students will focus on those concepts, and students will wrestle with important mathematics. We will apply the following within our math classes (the relevant SIOP component is also noted):

- We will ensure students understand the text of word problems before they attempt to solve them **(SIOP: Building Background)**;
- A key piece in our Math Program focuses on “mathematical discourse” (structured math talks) and “academic language” **(SIOP: Interaction)**;
- We will have students participate in mathematical reasoning and making conjectures, presenting explanations, and/or constructing arguments **(SIOP: Strategies)**; and
- Our students will learn vocabulary by being in a language-rich environment and ensuring they are always using language, orally and written **(SIOP: Practice & Application)**.

Below are some examples of how the SIOP model will look for students in Math class:

SIOP Components	Math Teaching & Learning Practices @ STRIVE
Lesson Delivery	<ul style="list-style-type: none"> • Introduce essential terms and vocabulary prior to the mathematics instruction. • Clarify, compare, and make connection to math words in discussion, particular during and after practice. • Couple teacher-talk with “math-they-can-see”, such as models.

SIOP Components	Math Teaching & Learning Practices @ STRIVE
	<ul style="list-style-type: none"> Let students use models and gestures to calculate and explain. For example, a student searching to define “multiplication” may model groups of 6 with drawings or concrete objects and write the number sentence to match.
Interaction	<ul style="list-style-type: none"> Teach students how to ask questions (such as, “Do you agree?” and “Why do you think so?”) to extend “think-pair-share” conversations. Model and post conversation “starters” such as: “I agree because...” “Can you explain how you solved it?” “I noticed that...” “Your solution is different from/the same as mine because...” “My mistake was to...” Vary the grouping in the classroom, such as sometimes using small group instruction to help ELLs learn to negotiate vocabulary with classmates and other times using native language support to allow a student to find full proficiency of the mathematics first. Ask questions to probe what students mean as they attempt expression in a second language.

D. English Language Development Instruction

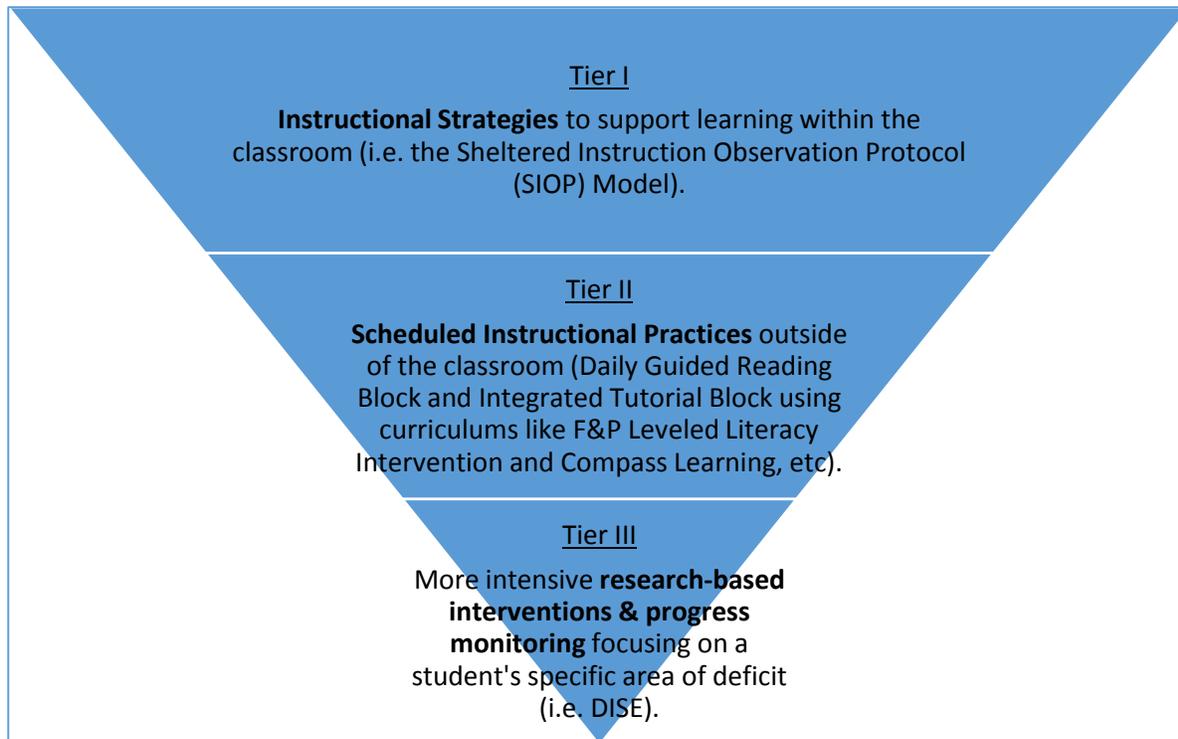
In addition to the SIOP approach provided in core classes and the intentional literacy emphasis throughout our program, we will provide instruction in English language development to identified students. Students can receive ELD instruction based on their TELPA and ACCESS scores. The length and frequency of this instruction will depend on each student’s language proficiency as determined by the assessments outlined above. We anticipate that this instruction will occur during the Integrated Tutoring Block. Some characteristics of this instruction include:

- Small group, classroom-based reading intervention.
- Homogenous grouping by area of need.
- Focused and targeted instruction delivered by the general education teacher, reading specialist, or other specialist.
- Explicit reading instruction that emphasizes key feature important for English learners and other students, including developing and practicing oral language, key vocabulary, interaction, phonemic awareness, phonics, fluency, comprehension strategies, etc.

We have researched several curriculums to support English Language Development Instruction. We are considering Direct Instruction Spoken English (DISE), which is a successful new program that teaches spoken English to non-English-speaking students. It was developed by Siegfried (Zig) Engelmann who is one of the key founders of the direct instruction model. DISE addresses the structure of the English language directly, with lessons being carefully planned with clearly defined tasks and designed around offering learning in smaller increments. This curriculum is based on oral instruction and speaking activities, so only teacher materials are needed. We have budgeted the necessary amount to provide this curriculum to support teaching and learning of our English learners.

A Visual Representation of English Language Learner support at STRIVE

If a student is an English Learner, they are required to receive general education support and additional support, as needed. Below is a chart that explains how STRIVE will support students who are in the ELL Program.



Monitoring and Evaluation of the ELL Program

Students in our ELL program will participate in the school-wide systems for monitoring and evaluating students' progress described above as well as in **Assessment**. In addition to these systems and data points, data from students' language proficiency levels will be captured in their Personalized Learning Profile. For ELL students, the plan will:

- Provide the school team with suggestions for appropriate classroom accommodations and modifications.
- Be shared with all teachers at the beginning of the school year and whenever a new student is identified as being limited English proficient.
- Require that at least two teachers sign off on the form.

Similar to the process for all students, during our quarterly Family Data Day Saturdays, students, families and the teaching team will have the opportunity to evaluate each individual student's progress and adjust/update goals for that individual student. In addition, the ELA teacher, who is ELL-certified, and the Literacy Coach will monitor the students in the ELL program and work with other teachers to provide the necessary supports for each student. In the spring, the current active, consult, and waived ELL students will take the ACCESS for ELs to measure the annual growth of each ELL student's English development in reading, writing, listening, and speaking, and to determine language proficiency, program eligibility and services for the following year. The new assessment (ACCESS) will also aid the school in evaluating the effectiveness of their EL programs.

English Linguistically Simplified Assessment (ELSA) is an accommodated version of the TCAP Assessment that is available during the Spring PARCC/TCAP administration. This test is intended for English Language Learners who qualify (ELLs who have the status Active, Opted Out, Refused, T1 & T2). The content areas on the TCAP ELSA are Reading/Language Arts, Math Science, and Social Studies. Students will be able to receive accommodations (i.e. extended time limits) based on their ELL status.

V. Gifted Students

A. Identification of Gifted Students

We anticipate that we will serve some students who qualify as Gifted under Tennessee guidelines. We will utilize the process outlined above, including universal screening and regular and ongoing review of data, to identify these students. As described in the **Academic Focus and Plan** as well as in our tiered model outlined above, these students will be provided continual opportunities to be challenged at their level.

B. Enrichment and Extension Opportunities

1. **Differentiation in core instruction.** This represents our approach to teaching all students, including those performing above grade level. Opportunities for targeted instruction at student's individual level are detailed in the **Academic Plan**.
2. **Literature Circle.** This ongoing program provides students performing above grade level to read texts at their level and engage in complex, text-based discussions with peers. It also provides leadership opportunities for students within the learning community.
3. **Peer Tutoring.** In line with one of our values of Teamwork, students who are performing at or above their grade level will have the option to tutor one of their peers in one of their strength content areas. This peer tutoring can take place during two times during the day, during lunch and during the ITB.
4. **Enrichment in the core academic subjects.** During ITB, students who are performing above grade level will have the opportunity to explore grade level topics at a deeper level. This might include designing and conducting additional experiments; delving into primary source research; or engaging in complex application and analysis of mathematical concepts.
5. **Independent Study.** Students may use ITB, lunch time or after school to engage in independent study opportunities.

C. Monitoring and Evaluation of Gifted Students

Students participating in these Enrichment and Extension opportunities will participate in the school-wide systems for monitoring and evaluating students' progress described above as well as in **Assessment**. In addition to these systems and data points, data from students' enrichment activities will be captured in their Personalized Learning Profile. Similar to the process for all students, during our quarterly Family Data Day Saturdays, students, families and the teaching team will have the opportunity to evaluate each individual student's progress and adjust/update goals for that individual student.

Academic Performance

Responses to the following items regarding student performance standards must be consistent with the [Tennessee Curriculum Standards](#) and [Common Core State Standards](#). Please review the [State's plans](#) for full implementation of the Common Core Standards.

- Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements). Tell how parents will be informed and educated about these standards.
- Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

I. Annual and Long Term Academic Achievement Goals

At STRIVE Collegiate Academy, we embrace accountability at all levels, for students, for teachers, for leadership, and for the school as a whole; we know that schools must produce results. We are committed to improving the education outcomes for middle school students in Nashville, specifically in the McGavock cluster, and changing the long term trajectory of their lives. To achieve this, we will hold ourselves to the highest standards for academic, organizational and financial performance. We believe that the MNPS Performance Framework⁶⁴ represents a rigorous approach to school accountability grounded in the best practices of the National Association for Charter School Authorizers. As such, STRIVE will utilize the Performance Framework – and its detailed metrics for academics, including progress, attainment and college readiness, achievement gap, and school culture; for financial performance, including near term and sustainability indicators; and for organizational performance, including those regarding the educational program, financial management and oversight, governance and reporting, students and employees, and the school environment. It is our aim to earn **Excelling** for academic performance and **Meets Standard** for financial and organizational performance. In addition to these ambitious metrics, we have established additional mission-specific academic and organizational goals and targets.

STRIVE's Academic and Organizational Goals	
Academic Goals	
Absolute Performance	<ul style="list-style-type: none"> • 75% of all STRIVE students will demonstrate proficiency on the PARCC ELA and mathematics assessments.⁶⁵ • 90% of all student who have attended the school for two or more years will score Proficient or Advanced in Science and Social Studies on the TCAP. • All STRIVE 8th graders will score in the upper quartile on the ACT Explore. • By the end of 8th grade, all students will score at 75 percentile or higher on the NWEA MAP assessment in reading, math, language, and science.
Growth Measures	<ul style="list-style-type: none"> • All students will show five percentiles of growth each year on the MAP until they reach the 75th percentile or higher.
Achievement Gap and Comparative Measures	<ul style="list-style-type: none"> • There will be a 4% or less achievement gap between student subgroups (i.e., race, economic status, disability, and English language proficiency) on the PARRC ELA and mathematics assessments. • STRIVE will outperform surrounding middle schools and the MNPS district on all PARRC and TCAP assessments in every grade and subject tested.

⁶⁴ MNPS Performance Framework. Available at <http://www.innovation.mnps.org/AssetFactory.aspx?did=88196>

⁶⁵Identifying specific targets prior to the implementation of the assessment is difficult. We have stated 75% proficient as that is equivalent to earning an "Excelling" on the TCAP in the Performance Framework. Once the PARCC is implemented we will refine our targets as well as identify specific targets by grade level.

Mission Specific Literacy and Leadership Goals	
Additional Literacy	<ul style="list-style-type: none"> • Students who are on grade level will grow one or more grade levels in reading using the NWEA MAP and Fountas & Pinnell Assessments. • Students who are not on grade level yet, will grow two or more grade levels in reading using the NWEA MAP and Fountas & Pinnell Assessments. • All students will read at least 3000 pages (~20 novels) over the course of the school year.
Leadership	<ul style="list-style-type: none"> • 90% of students will score Proficient/Advanced on the I STRIVE Leadership Rubric. • All students will plan and implement a service learning project aligned to their leadership development class each year. • Every student will complete an oral presentation related to a text they have read during the year.
School Culture and Climate	
Families	<ul style="list-style-type: none"> • 90% of families who complete the parent satisfaction survey will be satisfied/very satisfied (4/5 on a scale of 1-5) with STRIVE overall.
Students	<ul style="list-style-type: none"> • 80% of students will indicate they are satisfied/very satisfied with STRIVE on the annual survey. • 80% of students will indicate that are satisfied/very satisfied with their individual classroom experiences on the annual survey.
Teachers and Staff	<ul style="list-style-type: none"> • 90% of teachers and staff will agree/strongly agree that STRIVE is a professional rewarding work environment on the annual survey.
Organizational Goals	
Student enrollment, attendance, and retention	<ul style="list-style-type: none"> • 85% of students who begin the school year at STRIVE Collegiate will remain in the school throughout the academic year. • STRIVE will re-enroll 90% of its students overall for reasons other than geographic relocation. • STRIVE will maintain an average daily attendance of 96% or higher. • The diversity of STRIVE Collegiate Academy will reflect the diverse population of the McGavock cluster.
Governance	<ul style="list-style-type: none"> • The Board of Directors will provide effective and sound oversight of the school by conducting an annual self-evaluation and reviewing/updating the bylaws as necessary. • The Board of Directors will conduct a formal annual review to measure the effectiveness of the school's leadership using formal evaluation. • The Board of Directors will conduct an annual analysis of the school's organizational strategic strengths and weaknesses as part of a long-term strategic plan.
Teaching Staff	<ul style="list-style-type: none"> • 100% of STRIVE Collegiate Academy's instructional team will be highly qualified, as defined by NCLB guidelines. • 100% of staff evaluations will be conducted annually. • Less than 10% of STRIVE's adult team that are a culture, philosophical, and skill fit will leave after two or fewer years. • 100% of the school's curriculum, programs, policies and activities will be consistent with essential legal and regulatory requirements.

II. Promotion Criteria

In order to be promoted to the next grade, students must demonstrate mastery of grade level academic standards as well as meet requirements established by STRIVE Collegiate Academy. Each student must:

1. Earn a 70 or above in all core academic classes
2. Earn Basic or above on the grade level Leadership Development rubric
3. Have not missed 15 or more days of school without a medical reason

A. Communication and Supports for Academic Success and Promotion

Aligned to our belief that we are partners with parents in students' academic success, we will regularly communicate with families about students' progress. Moving beyond traditional one-way communication, i.e., simply sending reports home to inform parents about grades, we will utilize structures that promote robust, two-way communication and collaboration with families. Our proposed School Leader has utilized a similar approach with success in other schools with similarly high achievement goals serving similar populations. At STRIVE, students and families will have multiple and ongoing ways to be informed of and support their student's academic success throughout the school year. They include:

1. Progress Reports

Progress reports will be sent home twice per quarter, at roughly three week intervals. The Progress Report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians regarding how their student is doing at the halfway point in the marking period. Progress Reports will include a letter and/or numeric grade indicating the student's grade and the student's performance. A parent/guardian whose child is failing more than one course at the Progress Report time may be required to meet with the teacher of that course within one week of receiving the Progress Report. Based on the Progress Report, parents/guardians may call or request a conference with any teacher.

2. Report Cards and Family Data Days

Each student will receive a comprehensive report card at the end of each quarter. These will include students' grades in each academic course, behavioral data (i.e., paychecks, attendance, discipline actions), and their progress toward the leadership rubric for their grade. It will also include an invitation to our Family Data Day, which we will hold four times per year (See **Attachment 4: School Calendar and Schedule**).

The purpose of our Family Data Days is to provide meaningful, structured ways for families to understand and actively support their student's success. At each Family Data Day, families will gather for breakfast and the School Leader will give a brief welcome and update the community on the school's progress. Then, families will gather by grade level where teachers and leadership will provide an overview of the standards from the previous quarter as well as an overview of student results. Then, we will present the matrix of supports that students may receive as a result of the data. Families will have an opportunity to ask general questions regarding the purpose and plan for each support, including what is being taught and how students' progress will be monitored.

After the larger group discussion, families will have an opportunity to meet with their student's homeroom teacher/advisor for an individual conference. Families of students who are failing any

academic class will be required to have an individual conference, while it will be strongly encouraged for all other families. The goal of the conference is to engage families in detailed discussion of their child’s academic and behavioral progress, review and update their Personalized Learning Profile, and make a plan for next steps at home.

During the Individual Conference portion of the day, we will provide programming and activities for students and families. For parents, this might include meetings of the parent-led committees or workshops led by external partners; for students, this might include fitness activities or programming led by a community partner.

Family Data Day Schedule

Time	Activity
9:00-9:25	Breakfast and Welcome from School Leader
9:00-9:45	Presentations and Q and A in Grade Levels
9:45-10:00	Break
10:00-12:00	Individual Conferences and Optional Programming for Students and Families

B. Ongoing Academic Supports through our Response to Intervention Framework

STRIVE recognizes that the middle school students we hope to serve in the McGavock cluster will come to us with varying levels of academic readiness. Based on the performance of the four middle schools in the area, it is likely that many students will be below grade level. As a result, the STRIVE program is modeled on a comprehensive Response to Intervention Framework that is designed to provide ongoing and individualized supports to students. Through our tiered model – including differentiated core instruction, tailored daily reading instruction, integrated tutorial block, peer tutoring, and numerous other structures – we will provide responsive, real-time support to students. These supports and how students will be identified to receive them are fully articulated in the **Academic Focus and Plan, Special Populations and Assessment** sections.

C. Retention in the Grade

STRIVE Collegiate Academy will work relentlessly with students and their families to support their mastery of the content and skills required at each grade level so that they earn promotion to the next grade. However, we do believe that promoting students who are not prepared for the next level is a disservice to the student and does not set them up for academic success. Only in extreme and specific cases, when intervention strategies are unsuccessful in raising a student’s achievement, the School Leader may decide to retain a student, with recommendations from the classroom teacher(s), and other professional staff. Retention must never be used in a punitive or capricious manner. The process we will follow in these cases is outlined below.

- At the conclusion of each year, if there is a question whether a student should be promoted to the next grade, that student will have a Grade Level Retention Meeting. That meeting will consist of the grade level teachers, a member from the Leadership Team, the students, and a family member.
- The decision will consider the following elements, as well as any extenuating circumstances:
 - Internal academic grades
 - Standardized/External assessment results
 - Leadership Development

- Academic supports the student received
- If a decision is made to retain the student, a specific and intentional plan will be developed and documented in the student’s Personalized Learning Profile to address the student’s specific needs. Repeating students would likely begin the school year in intensive Tier III interventions aligned to their specific needs, such as small group supports during ITB and a smaller Guided Reading group. Depending on the situation, a student might also receive academic supports during elective block, if necessary. If appropriate, this student would receive behavioral supports, such as a daily check-in with a mentor, an individual behavior plan, and possibly counseling. Finally, regular, additional family communication and support systems will be put in place for that student.

III. Exit Standards

In order to be promoted from STRIVE, students will have demonstrated mastery of the specific academic content and skills; shown proficiency in leadership development; and have successfully completed the grade STRIVE Capstone.

A. Academic Content and Skill Standards

STRIVE’s academic content and skills exit standards are those articulated for grade 8 in the Common Core State Standards for English Language Arts, for Mathematics, and for Literacy in History/Social Studies, Science, and Technical Subjects. For science and social studies, STRIVE’s exit standards are those articulated in the grade 8 Tennessee State Standards. Please see **Attachment 16: Grade 8 Exit Standards**. These standards will be taught and assessed in their respective core academic course, and students must earn at least a 70 percent in order to be promoted and exit STRIVE.

B. Leadership Development

Our goal for students in grade 8 is for them to earn at least Proficient on the grade level Leadership Rubric. As detailed in **School Culture**, the leadership program has a cumulative curriculum in which each grade level builds on previously learned skills. Thus, by grade 8, students will have mastered all of the skills in the Leadership Development Program. The fully articulated curriculum will be developed during the planning year, but the following presents a possible draft of the STRIVE leadership rubric. This draft is based on the research that supports our leadership program, including studies about non-cognitive skills from the work of Seligman, Tough, and the character focus of high performing schools. (See **School Culture** for a discussion of the leadership program and supporting research.) We expect to refine it during our planning year and as the school builds to capacity to ensure all components are actionable and measurable, but this captures some key leadership outcomes for STRIVE eighth graders.

I STRIVE RUBRIC			
	Advanced	Proficient	Basic
Self-Advocacy	<p>Almost all of the time, I:</p> <ul style="list-style-type: none"> Identify my tasks; Set goals to complete the tasks; Develop plans for my task; Enact my strategy; and Monitor my progress 	<p>Most of the time, I:</p> <ul style="list-style-type: none"> Identify my tasks; Set goals to complete the tasks; Develop plans for my task; Enact my strategy; and Monitor my progress 	<p>More than half of the time, I:</p> <ul style="list-style-type: none"> Identify my tasks; Set goals to complete the tasks; Develop plans for my task; Enact my strategy; and Monitor my progress
Teamwork	<ul style="list-style-type: none"> I have led a group effort on a school-wide level. I routinely provide useful ideas when participating in the group and in classroom discussions. I am leader who contributes a lot of effort. I actively look for and suggest solutions to problems. I am never publicly critical of the project or the work of others. I always have a positive attitude about the task(s). I almost always listen to, share with, and support the efforts of others. I try to keep people working well together. 	<ul style="list-style-type: none"> I have led a group effort within my grade level. I usually provide useful ideas when participating in the group and in classroom discussions. I am strong group member who tries hard! I add on to solutions suggested by others. I am rarely publicly critical of the project or the work of others. I usually have a positive attitude about the task(s). I usually listen to, share with, and support the efforts of others. I do not cause disruption in the group. 	<ul style="list-style-type: none"> I have led a group effort within my homeroom class. I sometimes provides useful ideas when participating in the group and in classroom discussions. A satisfactory group member who does what is required. I do not suggest or refine solutions, but am willing to try out solutions suggested by others. I am occasionally publicly critical of the project or the work of other members of the groups, but usually have a positive attitude about the task(s). I often listen to, share with, and support the efforts of others, but am sometimes not a good team member.
Resilience	<ul style="list-style-type: none"> I stay focused on long-term goals despite obstacles almost all of the time. I push through challenges even when they are difficult almost all of the time. I do not give up. 	<ul style="list-style-type: none"> I stay focused on long-term goals despite obstacles most of the time. I push through challenges even when they are difficult most of the time. I rarely give up. 	<ul style="list-style-type: none"> I stay focused on long-term goals despite obstacles more than half of the time. I push through challenges even when they are difficult more than half of the time. I sometimes give up, even though I know I should not.
Integrity	<ul style="list-style-type: none"> I do the right thing even when no one is watching almost all the time. I am on-task almost all of the time and make room for others to learn. 	<ul style="list-style-type: none"> I do the right thing even when no one is watching most of the time. I am on-task most of the time and usually make room for others to learn. 	<ul style="list-style-type: none"> I do the right thing even when no one is watching more than half the time. I am usually on-task and often make room for others to learn.

	<ul style="list-style-type: none"> • I am always honest and truthful in my academic work and at school. 	<ul style="list-style-type: none"> • I am almost always honest and truthful in my academic work and at school. 	<ul style="list-style-type: none"> • I am honest and truthful in my academic work and at school most of the time.
Virtue	<ul style="list-style-type: none"> • I almost always exhibit exemplary behavior. • I consistently follow STRIVE's Code of Conduct. • I almost always make good decisions. 	<ul style="list-style-type: none"> • I exhibit good behavior most of the time. • I follow STRIVE's Code of Conduct most of the time. • I make good decisions most of the time. 	<ul style="list-style-type: none"> • I exhibit good behavior more than half of the time. • I usually follow STRIVE's Code of Conduct. • I usually make good decisions.
Excellence	<ul style="list-style-type: none"> • I attend school 96% of the time. • I complete almost all of my schoolwork on-time with my full effort. • I complete 95% of my homework assignments. • I received a 90% or higher on the organization rubric. • I always participate in class discussions. 	<ul style="list-style-type: none"> • I attend school 93% of the time. • I complete most of my schoolwork on-time with my full effort. • I complete 85% of my homework assignments. • I received an 80% or higher on the organization rubric. • I participate in class discussions most of the time. 	<ul style="list-style-type: none"> • I attend school 90% of the time. • I usually complete my schoolwork on-time with my full effort. • I complete 75% of my homework assignments. • I received a 70% or higher on the organization rubric. • I usually participate in class discussions.

C. STRIVE Capstone

Representing a culmination of their literacy experience at STRIVE, the STRIVE Capstone is an essential part of our program and all eighth graders promoted from STRIVE will successfully complete it. The STRIVE Capstone is fully presented in **Academic Focus and Plan**.

Assessments

Charter school students must take the same State mandated assessments (e.g., TCAP and End of Course) as students in other public schools. In this section, sponsors should:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.
- Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.
- Describe the school's approach to help remediate students' academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

I. STRIVE's Approach to Assessment

STRIVE believes that a high quality assessment cycle is fundamental to providing excellent teaching and producing dramatic student performance gains. In order to deliver on our promise of Personalized Instruction, we must first know what knowledge and skills our students have mastered – which is why we administer diagnostic, interim, and summative assessments – and know what we want them to learn – which is why we implement a standards-driven academic and leadership program.

In addition, at STRIVE, we seek to be fully transparent with regard to student achievement. All stakeholders in the STRIVE community – Board, leadership, teachers, students, families, the McGavock community, MNPS and the state of Tennessee – will know what our expected outcomes are and will be given regular, meaningful information about our progress toward them. We will provide rigorous training to our leaders and teachers in analyzing and using data to inform instruction to ensure that all of our decisions, from the classroom to the Board, are based on data and designed to produce results. This section presents an overview of the assessments we will administer, how we will use the results of each, and how each stakeholder is actively involved in using data to promote achievement.

II. Primary Assessments

To assess and monitor our students' progress and the effectiveness of our program, we will administer a variety of internal and external assessments – including diagnostic, formative, and summative – and will use the results of the assessments to make decisions about our academic program. The following table outlines the assessments we will administer.

Assessment	Type	Grades	When	How Used
PARRC End of Year (EOY) Assessments in ELA and Math	Summative criterion-referenced tests	5-8	Spring	Used as performance management metric and to assess student mastery of Common Core Standards. STRIVE will analyze to identify possible instructional or curriculum gaps. Used as component of students' internal academic grades.
PARRC Performance Based Assessments (PBA) in ELA and Math	Summative criterion-referenced test	5-8	February	Used as performance management metric and to assess student mastery of Common Core Standards. STRIVE will analyze to identify possible instructional or curriculum gaps. Used as component of students' internal academic grades.
Northwest Education Association Measures of Academic Progress (NWEA MAP)	Norm-referenced test	5-8	Fall 5 th grade and other new students; Spring all students	Used to measure academic growth and provides Lexile scores. Used to make individual and cohort reading selections.
ACT Explore	Criterion-referenced test	8	Fall	Used to determine students' college readiness and predict performance on ACT. Used to identify individual and cohort skill gaps and determine appropriate remedial services.
Achievement Network interims in ELA and math	Formative	5-8	Every 6-8 weeks	Used to measure level of mastery on content and adjust teaching to meet students' needs
Fountas & Pinnell Benchmark Assessment System (BAS)	Formative criterion-referenced reading test	5-8	Quarterly	Matches students' instructional and independent reading abilities to the Fountas & Pinnell A-Z Text Level Gradient. Provides teachers with students' instructional levels in reading. Used to gauge student progress against grade level expectations and inform placement in reading instructional groups.
Semester and Final Exams	Summative	5-8	Semester	Used to gauge students' mastery of core content and skills. Results will inform class grades, including promotion.
Objective assessments designed at school level	Projects, tests, quizzes	5-8	Ongoing	Used to gauge students' ability to use higher-order skills. Results will inform class grades, including promotion.
Formative classroom-level assessments	Questioning, exit tickets	5-8	Ongoing	To gauge understanding and make real-time adjustments to instruction

III. Measuring and Evaluating Academic Progress

A. Using Assessment Data to Inform Instruction

Teachers at STRIVE will be involved extensively in analyzing data from standardized tests, reading assessments, common interim assessments and classroom-based assessments. Teachers will use the information from assessments to determine how to differentiate instruction in order to ensure that all students learn the standards. When an entire class is struggling with a standard, teachers may review and re-teach the whole class. But when it is a small group of students, teachers will utilize guided and independent practice (as described in **Academic Focus and Plan**) to differentiate instruction. In addition, these data will be used to determine appropriate Tier II and Tier III supports for students. This section provides an overview of how we will use the major assessments at STRIVE.

B. Using Diagnostics

At the beginning of the year, students will take the MAP and Fountas & Pinnell (F&P) assessment in order for us to collect data regarding their subject-area skills and instructional reading levels. Teachers will use these results to determine initial student placement (i.e., Guided Reading, literature circles, Integrated Tutorial Block) at the start of the academic year. These data will also guide instructional planning as teachers design the independent practice portion of their lessons to incorporate differentiated instruction. (See Instructional Strategies in **Academic Focus and Plan** as well as **Attachment 15: Sample Curricular Planning Templates** for a full discussion of our approach to differentiation.)

C. Using Ongoing Reading Assessments

To support our literacy focus and in line with our Response to Intervention Framework, we will assess our students' reading skills on a regular basis. Specifically, we will administer the F&P to all students quarterly. As a grade level and with the support of school leadership (the School Leader in years one and two and the Literacy Coach beginning in year three), teachers will analyze the data from reading assessments during common planning time. Using established tools and templates for reviewing the data, teachers will make adjustments to their reading instruction for individual students in their groups as well as make appropriate changes to student groupings. In addition students in the more intensive reading levels will be progress monitored using assessments embedded in the research-based curriculum materials we are considering, such as Reading A to Z. These data will also be included in students' Personalized Learning Profile (see below) and shared with students and families.

D. Using Common Interim Assessments

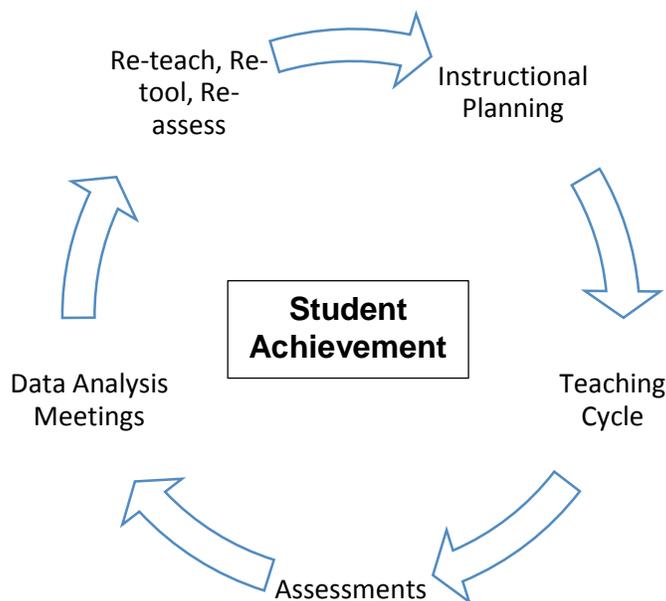
STRIVE will administer common assessments every 6-8 weeks in ELA and math. We will partner with the Achievement Network (ANet), a nationally respected and established assessment organization, to administer and score these assessments. ANet has refined its assessments to ensure that they are aligned to the PARCC. The School Leader is in conversation with ANet to customize STRIVE's assessments with the goal of having the mid- and end-year assessments cumulative in nature to promote retention of essential skills and knowledge and better prepare students for success on high stakes assessments. Additionally, we plan to develop common interim assessments in science and social studies as the school grows. To maximize the effectiveness of these assessments, significant time resources will be invested to the school-wide cycle of data analysis, instructional planning and re-teaching.

E. Using Formative Classroom-Based Assessment Results

Each week, teachers will be expected to conduct at least one formal assessment that addresses the specific standard or standards being taught that week. Formal assessments range from tests or quizzes to projects, presentations or laboratory work. Do Nows, homework checks, pop quizzes, exit tickets, lab reports, group assignments and higher-level questioning are ways teachers will assess on student understanding and progress on a daily basis. Teachers will also discuss these data during common planning time in their content area and on Wednesday afternoons.

IV. Using Data to Drive Instruction

The following graphic and charts provide an overview of STRIVE’s approach to data-driven instruction, as well as the roles and responsibilities of all stakeholders in the process. We will use this approach with all assessments that we administer as we believe that a continual focus on results and data-driven instruction is a key lever in promoting student achievement.



A. Leadership: Guiding the Teaching and Learning Cycle

At STRIVE, school leaders have key responsibilities throughout the teaching and learning cycle. First, leadership must ensure that teachers have the skills, tools, and time they need to engage in deep analysis and responsive instructional planning. How STRIVE will approach this critical piece is described below in this section under Professional Development for Data-Analysis. Next, during the teaching cycle, school leadership will regularly observe instruction and provide formative feedback to teachers to guide classroom practice. Then, after the administration of each major assessment, including interims, reading assessments, and the MAP, we will set aside time for data analysis.

In the early years of the school, Data Meetings will be one-one-one meetings with the School Leader or Literacy Coach and individual teachers, but as the school grows, we will use common planning time, Wednesday professional development time, and the expertise of the Deans of Student Achievement for Data Meetings. In preparation for Data Meetings, school leadership will provide teachers with data reports

from ANet, MAP, F&P, and LiveSchool and personally analyze each teacher's results. During the meeting, school leaders will coach teachers in analyzing the data at the class and individual level, considering both questions and standards and in designing Action Plans in response to the data. Then, leadership will review the Action Plans and provide feedback. Finally, leadership will observe classroom instruction with the Action Plan in mind and provide feedback to teachers on its implementation through the teaching cycle.

B. Teachers: Designing and Delivering Responsive Instruction

For teachers, the teaching and learning cycle begins in the summer when we administer diagnostic assessments to incoming STRIVE students. In response to this data, teachers design instruction that addresses student needs, tailoring the independent practice portions of their lessons appropriately, and incorporating ongoing formative assessment into instruction. Then, after each major assessment as described above, teachers will dive into the data. In preparation for their Data Meeting with the school leadership, teachers will conduct their own analysis of the data, working to answer the fundamental question: why did students not get it?

During the data meeting and data days set aside for action planning, teachers and leaders will examine the data by standard, by class and by individual student to identify trends using school-wide templates and tools for data analysis and responsive instructional planning. This analysis and planning session will result in instructional action plans that outline whole class re-teaching standards and strategies, and will identify individual students who need additional individualized instruction and their specific skill weaknesses. This work is the first step in our RTI system that includes universal screenings through our diagnostics and interim assessments, rigorous differentiated instruction in core classes, and Tier II and III interventions.

Specifically, during our data meetings teachers will work with school leaders to:

- Analyze student data and identify each student's strengths and challenges with the standards of the unit(s)
- Identify trends across students/classes regarding mastery of standards
- Consider instructional planning and implementation of previous material as it relates to student performance
- Create an Action Plan for each class, including:
 - Re-teach to entire class;
 - whole group re-teach of key content and skills will be intentionally designed to occur as soon after the assessment as practical
 - Re-teach to small groups and design differentiated components during upcoming lessons (Tier I);
 - small group re-teach will continue throughout the upcoming teaching cycle
 - individualized re-teach will continue throughout the upcoming teaching cycle
 - Identify students for specific Integrated Tutoring Blocks (Tier II)
 - Identify students for more intensive supports (Tier III)
 - Embed key content and skills into upcoming unit in a spiraling approach
- Review data for all Homeroom students/advisees and their family regarding current academic standing
- Modify/create lesson plans for next unit based on data and review of upcoming assessment
- Submit Action Plan to the School Leader for review and feedback. (See **Attachment 17: Assessment Analysis and Instructional Action Plan**)

Following the data meeting, teachers will work with their grade level team to coordinate any shifts in student placement in Tiers, as discussed in **Special Populations**. Teachers will then implement their action plan in the classroom, in Guided Reading and literature circles, and in ITB and other supports, continually monitoring student progress through the teaching cycle.

C. Students: Becoming Leaders in their own Learning

As part of our focus on Leadership, we will intentionally teach students how to monitor their own progress and make plans to support their own achievement. The tool we will use for this is the Personalized Learning Profile. (We are working on a catchy, student-friendly name, such as the Leadership Map.) Modeled on structures and processes the proposed School Leader has implemented successfully in her previous school, the Personalized Learning Profile will be a powerful tool for students to become leaders in their own learning.

Each student's Personalized Learning Profile will follow the same structure and format. Specifically, it will be housed in a folder and include these elements in the following order:

- Student level data in a kid-friendly format
 - MAP and F&P data and an explanation of what the data means (i.e., what does Level P mean about my reading level?).
 - Scores on Interim Assessments
 - STRIVE grades by subject
 - HW completion rate
 - Attendance
 - Paycheck points
- Goals
 - School goals
 - Individual goals
- Action plan to achieve goals
 - Reflection on where I am
 - Specific steps to achieve goals (homework targets, supports in school, etc.)

This structure will only be as effective as the process used to implement it, so we will set aside time at regular intervals for students to work with homeroom teachers/advisors to engage in deep thinking about their progress and how to get where they want to be. By guiding students through this process at each quarter, we will help students develop the academic behaviors and mindsets that will support their success at STRIVE, in high school, college and beyond. (More on academic behaviors and mindsets in **School Culture**.) In Leadership Seminar, homeroom teachers/advisors, will explicitly teach students how to understand what the data tells them about their progress, how to reflect on their progress and identify gaps and strengths, and how to address these through specific steps and decisions that will become their action plan. Then, teachers will have individual and small group discussions with students to help them design their individual plans which will be shared with families and placed in the Personalized Learning Profile.

D. Families: Partnering to Support Learning

As detailed in other sections of the application, including **Community Involvement and Parent Engagement**, STRIVE families will be active partners in their child's learning and the STRIVE program. Through Family Orientation, Content Nights, workshops on providing supports at home, and other structures, we will engage families in discussing student progress and results. Most specifically, our Family Data Days, held four times per year and presented fully in **Performance Standards**, is a structured means for families to understand the school's and their student's progress toward standards, conference with teachers, and develop an action plan to support their child's learning.

V. Professional Development for Data Analysis

In the early years at STRIVE, the School Leader will be responsible for managing the data, interpreting it for classroom teachers and planning and coordinating professional development to improve student achievement. As the school grows, this work will become the responsibility of the School Leader, Deans of Student Achievement, and Literacy Coach. School leadership and teachers will receive training and support in analyzing, interpreting and using performance data to improve student learning.

A. Leadership

School leaders must be experts in data analysis, classroom instruction and coaching in order for the data analysis cycle to be effective. STRIVE's proposed School Leader has extensive experience in instructional leadership in her years as a classroom teacher, School Leader, and at the KIPP network. Specifically, STRIVE's School Leader has effectively implemented Data Days for teachers, students, and families at her previous school based on best practices. She has also gained more skills and insights during her fellowship with TCSC, as she has had the opportunity to participate in intensive trainings, such as Common Core State Standards shifts and how to support teaching and learning using the standards, Data-Driven Instruction with Paul Bambrick, and Performance Management Session with KIPP National, and visit high performing schools, such as Liberty Collegiate, KIPP Nashville, UnCommon Schools, and the Gary Comer College Prep Middle School (part of the Noble Network) in Chicago.

B. Teachers

We will spend significant time during our intensive summer professional development sessions preparing teachers to effectively analyze data. This professional development will focus on the purpose of assessment, analysis, planning and re-teaching by examining the work of Paul Bambrick-Santoyo presented in his book *Driven By Data: A Practical Guide to Improve Instruction*.⁶⁶ We will utilize Bambrick-Santoyo's framework: Assessment, Analysis, and Action to guide our data analysis practices and create a data-driven culture. During summer professional development, we will also train teachers in the structure, content and expectations of analysis meetings every 6-8 weeks. This training will be led by our School Leader and will introduce teachers to STRIVE's tools and templates, as well as clear instruction on what questions to ask when analyzing data and what steps to take in response. Content area leaders and grade-level chairs will receive additional training in data analysis to support their teams in this work. Through our partnership with ANet, we will benefit from their ongoing support and coaching in data analysis.

⁶⁶ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass. 2010.

Perhaps more importantly than this initial training will be the ongoing support and guidance described above that each teacher will receive in analyzing data. In our first two years of operation, STRIVE will have between five and 10 classroom teachers and one instructional leader in the School Leader. Given this small size, we anticipate that the most useful structure for teachers will be regular one-on-one meetings between each teacher and the School Leader to guide teachers in the effective use of data and on how to improve assessments, lesson plans, and instruction. As the school grows, additional instructional leaders, i.e., the School Leader, Deans of Student Achievement, and the Literacy Coach, will take on this work and guiding teachers in collecting, analyzing, reflecting, and creating action plans based on their data.

VI. Ongoing School-wide Analysis, Adjustment, and Reporting Against School Goals

The leadership team will analyze school-wide performance on a regular basis, including after diagnostics, each interim assessment, reading assessments, and at the end of the year. This analysis will focus on the most recent assessment data, both internal and external, and will also include data from tutoring and other interventions. Data will be compared against other schools, and will also be compared for growth against previous years. This data will be shared with faculty, students, parents, and the general public. Aligned to our commitment to achievement for all students and the success of our diverse student population, we will closely monitor the progress of all of our sub-groups.

Additionally, the School Leader will analyze and present student achievement data on a monthly basis to the Board of Directors. If STRIVE is not meeting the academic achievement targets in the Performance Framework or our internal goals, our leadership team will deeply analyze the data and identify causes of underperformance. Potential actions could include: incorporating additional curriculum materials into courses and tutoring (based on an appropriate gap analyses); implementing additional supports for students; revising programs and/or the school schedule; focusing professional development on the identified causes of the low performance. All actions will include ongoing monitoring to ensure improvement.

At the end of the year, the staff will be involved in reviewing the standardized tests results and the assessments used throughout the school year. We will set aside time for in-depth collaboration with grade-level and content teams to identify gaps and strengths in our curriculum and instructional units, as determined by student performance. Based on this analysis, teachers will document what to change for the following year, especially in terms of assessments. School leadership will then use this information in the summer to improve on the assessment cycle and curriculum. In addition, achievement data will be compared against the MNPS Performance Framework as well as our internal goals. The School Leader will provide a public annual report that analyzes the degree to which the school's goals were met.

VII. Remediation for Students' Underperformance

As described above, STRIVE's academic program is based on a Response to Intervention Framework that continually assesses student need and provides interventions and remediation in a responsive manner. This approach is detailed in our Academic Focus and Plan and in Special Populations, particularly in our model for Tiered Instruction. Using the data cycle describe above, teachers will use student results to design upcoming instruction, to develop action plans for their class that identifies individual/struggling students, and continually reassess to monitor progress.

The following list provides a high level recap of our interventions and remediation structures for students who are struggling academically.

- Tier I: Differentiated Classroom Instruction and Enrichments
 - The workshop and gradual release model provides daily opportunities for small group instruction and targeted, individualized supports
 - Data-driven Action Plans include re-teaching key concepts to the whole class and specific students
 - Multiple curricular resources and access to technology support individualized instruction
 - Enrichment Opportunities
 - Literature Circle
 - ITB – Advanced Study provides advanced students the opportunity to engage in extension and enrichment activities
- Tier II: Ongoing, Embedded Supports
 - Daily Guided Reading is provided for struggling students, working with texts at their instructional reading level
 - ITB provides struggling students the opportunity to work with their teachers on identified skills gaps
- Tier III: More Intensive, Embedded Supports
 - Smaller groupings in daily Guided Reading
 - Smaller groupings and more frequency of ITB
 - Saturday sessions

In addition to these ongoing interventions during the school year, students who are academically underperforming may participate in the following remedial structures.

1. **Summer School:** This will be a session where students who are in danger of repeating a grade and need additional support can receive that support. There is no guarantee that students who attend Summer School will be promoted to the next grade, but we will require students to attend if they are in danger of failing. This will give those individual students more time on task and targeted support to help them in their transition into the next school year.
2. **Grade Level Retention:** For a very small number of students, it may be determined that the best support and remediation for them would be to be retained in their current grade. Any decision to retain a student will be done judiciously. We, as a team (student, parent, & school), will work closely together to make the best decision for the student. During this meeting, if retention is the final decision, we will devise a plan of how the student will be supported going in to the school year. This process is presented in **Academic Performance**.

School Culture

- Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school’s mission, goals and objectives.
- 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.
- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

I. STRIVE’s Culture of Achievement

STRIVE Collegiate Academy will provide students with a positive structured environment that supports them academically and intentionally equips them with the skills and knowledge they need to become leaders of their own educational journey. In our research and work with some of the highest performing charter schools across the country there was an overwhelming consistent message that a strong culture is at the core of academic achievement. In *Leverage Leadership*,⁶⁷ Paul Bambrick-Santoyo, a highly accomplished educator and writer, points out, “In schools with strong culture, students receive a continual message that nothing is as important – or as engaging – as learning.” (p. 164) At STRIVE, our message to every student every day will be that their learning must be their primary focus and we will ensure that our lessons, supports, and school culture is engaging, challenging, and nurturing and they are convinced of this message.

In order to accomplish our vision of long-term post-secondary success for every student, we must have a strong school culture where every minute of every day is intentionally designed to foster student achievement, well-being and success. STRIVE will provide a positive and safe environment in which learning and academic excellence is prioritized. Clear and powerful messages of high academic and behavior expectations will drive the school’s culture. Teachers and staff will be committed to promoting a culture of scholarship through clear and logical behavior management structures and character development. At STRIVE, we will do “whatever it takes” to promote student success. We will approach every day with a sense of urgency and thoughtful preparation. STRIVE families will support the school by being engaged in their student’s education and the school community.

II. STRIVE Core Values

STRIVE Collegiate Academy’s culture will embody our Core Values, which are built around our vision and mission to ensure that students become leaders in their communities and beyond. Students will be explicitly taught the six foundational principles of the school – **Self-Advocacy**, **Teamwork**, **Resilience**, **Integrity**, **Virtue**, and **Excellence** – and will be expected to uphold these core values at school as well as in the community. Our vision is that students will internalize these values and then use the values as a foundation from which to launch their success in high school, college, and career.

The principles of **STRIVE** are:

Self-Advocacy: Students will become the leaders of their own learning by asking questions when they don’t understand, finding resources and supports to get closer to their goals, leveraging their strengths, and building up their areas for growth.

⁶⁷Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco: Jossey Bass. 2012

Teamwork: They will work together to achieve their individual goals and our school-wide goals. Students will show teamwork by helping community members when they need it. Students will also learn to work as a team member in the community by engaging in service learning.

Resilience: Students will persevere through challenges, both academic and personal. They will never give up and use both internal and external supports to stay motivated and work hard. We believe real leadership demands stick-to-itiveness and will help students develop this mindset.

Integrity: Students will be honest and truthful in all aspects of their school life, including academic performance, interactions with teachers and peers, and during extracurricular activities. Our students will learn the habit of doing the right thing even when no one is watching.

Virtue: Students will demonstrate behavioral excellence in school and apply good decision-making in all areas of their life. Students will develop a mature moral code that will help them determine right and wrong behaviors – in how they act, speak, dress, etc. – through adolescence and into adulthood.

Excellence: Students will commit to producing their best and will put forth the highest degree of effort needed to complete tasks and achieve.

Numerous programs and structures will help develop STRIVE’s positive, structured culture focused on academic success and leadership. This section presents these programs as they will be implemented in the school for students; then, how we will build our adult culture to effectively implement the program; and finally, how we will partner with parents in supporting and sustaining our culture.

III. STRIVE’s Key Culture Programs for Students

A. Recruitment

Beginning with our outreach efforts in the community (detailed in **Student Marketing, Recruitment and Enrollment**), we will talk with future students and families about the STRIVE mission, vision, and school culture. This will take place in community centers, in libraries, and in homes of potential families.

B. Summer Leadership Academy

All students will participate in a two week Summer Leadership Academy, where they will learn and practice what it looks like to be a STRIVE student in their particular grade level. During this time, incoming students will also take diagnostic assessments so that we can tailor our instruction and placement to their incoming performance level (see **Assessment**). The Summer Leadership Academy will be on Monday-Friday from 7:30-1:00 p.m. for all students with professional development for teachers in the afternoon. For students in grade 5, the summer will focus on teaching them the systems and routines of being a STRIVE student. Just as important, we will provide students the time to practice the systems and routines so they can be successful when full days begin. For example, during homeroom/advisory, we will have a session for students to learn and practice routines such as our homework systems, entry routines, executing efficient transitions. Students will also go to each of their classes for an abbreviated period of time to learn the expectations in each of class in preparation for the full days ahead.

The table below presents a sample schedule for a grade 5 student.

Summer Leadership Academy Sample Daily Schedule		
7:30-8:00	Breakfast	We will walk through what breakfast looks like at STRIVE Collegiate from picking up breakfast until cleaning up after themselves and peers.
8:00-8:10	Lining Up & Hallways	We will teach students what it means to line up and walk in the hallway at STRIVE Collegiate.
8:10-8:30	Restroom Break	We will teach students (split the boys and the girls) what it looks like to use and take care of the restrooms at STRIVE Collegiate.
8:30-8:45	Books and Bookmarks	At STRIVE, every student will have an independent reading book. We will talk about our literacy goals and how that relates to having a book at all times. (In a fun way!)
8:45-9:00	Introductions	Teachers will introduce themselves to the whole group. We will then give students a short format to introduce themselves to people sitting around them.
9:00-9:15	Literacy: Polar Express	We will read Polar Express, a story that makes the point that not everyone believes, i.e., “hears the bell.” While the book focuses on believing in the magic of Christmas, we will make the analogy to education. STRIVE is going to be hard work and even if some of your friends are at home this summer and you are here, it’s because everyone doesn’t hear the bell in the end and you are special because you can still hear the bell – believing in the power of hard work and education to change yourself and your future.
9:15-9:30	STRIVE Values	Explaining what these are, why we are different and create a fun way to remember them.
9:30-9:45	Math: Rolling 9s	Students will have the opportunity to learn a multiplication chant. This is an example of J-Factor teaching, where we use chants and active learning to engage students.
9:45- 12:00	Assessments & Classrooms	Two groups will take the MAP test (computer-based) on the first day, while the other two groups will be in their classrooms. For example, the math teacher will take her class to the lab to take the MAP test. The two ELA teachers and the social studies teacher will each take a homeroom group to their classrooms to review the class expectations, the entry routine, starting a Do Now, asking questions in class. Throughout these procedures, each class will be using their content to engage the students. For example, in ELA, the Do Now will be a survey of students and their knowledge of ELA content. These students will then rotate.
	Team building	Teachers will also make time for team building within their classrooms to get students engaged and building relationships with their new classmates.
12:00-12:30	Lunch and Shout Outs	We will practice what lunch looks like at STRIVE. We will give shout outs to celebrate students showing the STRIVE values.
12:30-1:00	Life Binders	We will explain what their Life Binders (Homework Binders) are and why they are important to their success in school and life.
	Homework and Agendas	We will emphasize the importance of homework, what it looks like and how we partner with parents to check the homework with a signature.
1:00	Dismissal	

STRIVE’s Summer Leadership Academy will look different for students in grades 6-8. Students in these grades will spend some time learning expectations, systems and routines for their grade level to set them up for success. In addition, and of equal importance, we will provide students additional literacy and leadership experiences by grade level. This might look like an extended literacy project, explicit instruction

in peer leadership, team building activities, and service learning. We believe this summer work is just as essential for older students as STRIVE program and expectations increase in rigor and students need this additional time to get prepared and dig into challenging academic and leadership work.

C. Leadership Development

Based on the School Leader’s experience and research focused on student outcomes from high performing charter schools across the country (see **School Development**), STRIVE knows there is a need to support the development of students’ non-cognitive skills and habits in addition to teaching academic skills. Further, there has been a significant amount of recent research focused on the importance of non-cognitive factors – which generally means students’ behaviors, skills, attitudes, and strategies – in student achievement. For example, Paul Tough’s work in *How Children Succeed*⁶⁸ makes a compelling case for the role of non-cognitive skills in students’ long term success. In addition, one particular study, a comprehensive literature review by several foundations and the University of Chicago,⁶⁹ confirms the critical nature of non-cognitive factors in students’ academic success, specifically pointing to students’ school-based academic grades (GPA) as a predictor of success in college and career. Further, the study presents research that explains this tighter correlation between GPA and college success (rather than standardized tests as a predictor) because students’ school based grades capture non-cognitive factors, e.g., academic behaviors, skills, and strategies such as “study skills, attendance, work habits, time management, help-seeking behaviors, metacognitive strategies, and social and academic problem-solving skills that allow students to successfully manage new environments and meet new academic and social demands.”(3) Moreover, the study provides a useful framework to organize these non-cognitive factors: academic behaviors; academic perseverance; academic mindsets; learning strategies; and social skills. It is these skills that STRIVE’s Leadership Development program will teach. In addition, STRIVE’s vision of leadership embraces the belief that leaders not only demonstrate these non-cognitive factors, but move beyond themselves to give back to the community in the form of service. The goal of service learning at STRIVE is for students to 1) interact with leaders in the community and 2) integrate their cognitive (content & academic skills) and their non-cognitive (leadership skills) with hands-on practice. As such, we will incorporate elements of service learning into our leadership curriculum, culminating in the STRIVE Capstone in grade 8.

Beginning in grade 5 and continuing each year at STRIVE, all students will have three Leadership Seminars, called I STRIVE, per week. One session each week which will be devoted to homeroom/advisory and is explained below. Our vision is that through the Leadership Seminar and their overall experience at STRIVE, students will become leaders of their own learning so that they will be successful beyond STRIVE Collegiate. We will use our STRIVE Core Values as a frame for the leadership curriculum, and will explicitly teach students the academic skills and mindsets they need to be successful. These include:

- how to speak up for themselves (**Self-Advocacy**);
- how to work with peers (**Teamwork**);
- how to use strategies to persevere through a task (**Resilience**);
- the importance of honesty (**Integrity**);

⁶⁸ See Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. Boston: Houghton Mifflin Harcourt: 2012. This book draws on the work of multiple researchers and studies to support its case regarding non-cognitive skills.

⁶⁹ Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium on Chicago School Research. Available at <http://raikesfoundation.org/Documents/Teaching%20Adolescents%20to%20Become%20Learners%20%28CCSR%20Literature%20Review%20June%202012%29.pdf>

- how to make good decisions about behavior (**V**irtue); and
- what high quality work looks like (**E**xcellence).

Leadership Seminars will be taught by homeroom teachers/advisors. During the planning year, the school leaders will develop a Leadership curriculum map, a scope and sequence for each grade level, and model units. This work will guide teachers' collaborative planning of individual lessons by grade level during the summer and in common planning time on Wednesday afternoons. We will draw on a variety of curricular resources to support the Leadership Seminar. For example, the grade 5 organization unit may use *The Organized Student* by Goldberg as a key text, and students in grade 7 will engage with Stephen Covey's *7 Habits of Highly Effective Teens* as a part of their Leadership Seminar. In addition, and as detailed in **Assessment**, students will work with their progress reports and Personalized Learning Profiles as a key component of the Leadership Seminar. This focus on the Learning Profiles will be in smaller sub-groupings (advisory groups) of each homeroom as the school grows, and will be included quarterly in the Leadership Seminar curriculum map and calendar so that it occurs at regular intervals aligned to the data cycle, progress reports, and report cards. Below is an overview of the leadership curriculum from fifth to eighth grade.

Grade 5: Individual Leadership

In the 5th grade leadership seminar, students will complete a diagnostic survey to assess their learning styles and understand themselves as learners; create goals; learn and practice the aspects of being a STRIVE student, for example, tracking and analyzing their progress using the paycheck system; participate in a series of sessions on financial literacy and organization, using their school-provided agenda; and participate in peer-led discussions and challenges to build a sense of team and school pride. Fifth graders will also begin to engage in service learning as part of their leadership development. We anticipate that this will build on the social studies curriculum as students read non-fiction articles about an issue related to U.S. history or current events, such as effects of industrialization on the environment. They will complete a reflection paper in their social studies classes and present it to their peers in their homerooms. The hands on component of service will be coordinated by homeroom teachers/advisors and conducted during a Saturday session. A 5th grader is successful at the end of the year, if he/she has:

- Not missed a deadline within the last three weeks of school.
- Created a specific organization system for his/her binder, backpack, and homework space.
- Earned Proficient or Advanced on the STRIVE Leadership Rubric that contains items like; HW completion, reaching out for help, overcoming a challenge, completing the service learning project and accomplishing one's individual leadership goals from the beginning of the year.

Grade 6: Grade Level Leadership

As students move into grade 6, they will continue to create goals, focus on tracking their progress, organization, financial literacy, and team-building. Expanding on individual study skills, 6th graders will begin to create study groups among their teammates and with the 5th grade students. The grade 6 team will continue to engage in organization and paycheck sessions, but they will be more student-driven versus teacher-led. The service component in grade 6 will be similar to grade 5, with students researching an issue related to a topic in social studies, science, or ELA, working with classmates to analyze and discuss the issue and write a reflection paper, and engaging in hands on service on a Saturday. A 6th grader is successful at the end of the year, if he/she has:

- Not missed a deadline within the last six weeks of school.

- Created a specific organization system for his/her binder, backpack, and homework space.
- Earned Proficient or Advanced on the STRIVE Leadership rubric that contains items like; HW completion, reaching out for help, overcoming a challenge, completing the service learning project and accomplishing one’s individual leadership goals from the beginning of the year.

Grade 7: Team Leadership

In grade 7, students will continue to update their goals and visit the same topics from grades 5 and 6, but from a student-led perspective. In grade 7, the leadership class will include topics like maximizing “free-time” and assessments on how they use that “free-time”; understanding high school options, the high school schedule and how it relates to what they are learning now; college and career assessments/discussions, and taking an Explore prep class to help prepare them for college-level materials. The seventh grade service learning project will be more academically-based and include a research paper, developed in their social studies and ELA classes, in addition to the hands-on component. Students will present their work to two grade levels. A 7th grader is successful at the end of the year, if he/she has:

- Not missed a deadline within the last quarter of school.
- Created a specific organization system for his/her binder, backpack, and homework space.
- Earned Proficient or Advanced on the STRIVE Leadership rubric that contains items like; HW completion, reaching out for help, overcoming a challenge, completing the service learning project and accomplishing one’s individual leadership goals from the beginning of the year.

Grade 8: School and Community Leadership

The 8th graders are the “official” leaders of the school. They will create goals for their 8th grade year, for high school and beyond. They will begin to lead school-wide events like Community Meetings and project the skills that they have learned in previous years to how they will look in high school, college, and life. Students will begin to model those skills as if they were in those environments in order to get real-time feedback as we are preparing them for life beyond STRIVE Collegiate. The eighth grade service learning project will be the STRIVE Capstone, as presented in **Academic Focus and Plan**. An 8th grader is successful at the end of the year if he/she has:

- Not missed a deadline within the last semester of school.
- Created a specific organization system for his/her binder, backpack, and homework space at home.
- Earned Proficient or Advanced on the STRIVE Leadership rubric that contains items like; HW completion, reaching out for help, overcoming a challenge, completing the STRIVE Capstone and accomplishing one’s individual leadership goals from the beginning of the year.

D. Homeroom/Advisory as part of Leadership Development

Research indicates that an essential attribute of a high quality middle grade education is having each student’s academic and personal development guided by an adult advocate.⁷⁰ Accordingly, STRIVE will implement a homeroom/advisory program to proactively provide students with academic, social, and behavioral support. Each student’s homeroom teacher/advisor will be his/her champion and advocate. In the early years at STRIVE, students’ homeroom teacher will serve in the advisor role; as the school grows to capacity, we will transition to the following advisory model. Beginning in year three, all staff (except for

⁷⁰ See *This We Believe: Keys to Educating Young Adolescents* the Association for Middle Level Education’s position paper, 2010. See also *Research and Resources in Support of This We Believe*. More information at <http://www.amle.org/AboutAMLE/ThisWeBelieve.aspx>

sufficient leadership to monitor the program) will serve as advisors to a group of approximately 12-15 students. Advisory groupings will be grade level based allowing students to develop stronger teacher-student relationships. Students will meet in their advisory groups once per week as part of the Leadership Seminar period since the work of the advisory program fosters students' leadership skills. In their advisory groups, students will utilize grade level routines to examine their data, including behavior reports from LiveSchool and at appropriate intervals, assessment data, progress reports and report cards, all with the goal of continually updating their Personalized Learning Profile and taking on leadership of their own learning. Advisors will be families' primary point of contact in the school and will participate in any advisee's academic and behavioral issues. Advisors will be expected to communicate with each advisee's family at specific intervals and additionally, as needed.

E. Structured Behavior Management System

STRIVE will promote a positive school culture in every aspect of school life. We will consistently reinforce school culture through a series of proven practices and school-wide systems. In every class, there will be common classroom expectations and behavioral strategies, providing students with consistency surrounding the code of conduct. Positive behavior will be celebrated and rewarded, incentivizing students to take responsible choices.

Knowing that our students must have a high quality education in order for them to reach our goal of preparing them for high school and post-secondary success, we believe that we have to create a culture and environment where there is structure and respect in order for students to focus on academics. We will achieve this by implementing a very structured school model, as well as establishing a code of academic and behavioral expectations that is system-wide and that sweats the details. By following the broken windows philosophy, smaller behavioral infractions will be immediately addressed in order to avoid larger and more severe discipline issues.⁷¹

Grades 5 and 6 will provide more structure for our younger students, with an emphasis on explicitly teaching and reinforcing the STRIVE values, our expectations, and school routines. Once our program is at capacity, students in grades 7 and 8, who will have had two years to practice and internalize the school's values, will have increased responsibility. Ultimately our goal is for student to become owners of their learning and their school, so, as students progress through STRIVE, there will be a cultural gradual release of responsibility (e.g., walking in lines in the lower grades to walking freely from class to class in the upper grades) for students.

Additionally, STRIVE will provide students with consistent adult presence and supervision throughout the school day; school staff and teachers will be present in the mornings when students arrive, throughout the day, in classes, at lunch and during school activities, in the halls during transitions between class, and during after school programming. STRIVE students will have a clear understanding of behavioral expectations. Professional behavior will be modeled by teachers and staff, explained explicitly during student orientation, and reinforced through the discipline systems (See the **Student Handbook and Discipline Policy, Attachment 5**).

⁷¹ See Kelling, George L. and Wilson, James Q., *Broken Windows*, The Atlantic, March 1982

F. Paycheck System

At STRIVE Collegiate Academy, we have more positive motivators than negative consequences. We believe that if we motivate our students in a positive way, they will be more prone to not only do the right thing, but grow and become leaders of others in doing the right thing. Our paycheck system is aligned to our values and is our way of tracking students' behavior, incentives, and consequences. Students will start each week with a certain dollar amount, such as \$50. Then, students will earn or lose dollars based on their behavior. For example, a student might earn dollars when they demonstrate above and beyond academic and personal behaviors, such as persevering through a very difficult task. When giving a paycheck dollar, teachers will use explicit language to help students see the STRIVE values in action, such as "extraordinary worked through the reading at home even though it was very complex." We expect to more intentionally reward this type of behavior in the lower grades as students are beginning to develop their STRIVE skills and we are building our school culture. In upper grades, expectations for what is typical behavior (i.e., persisting through a difficult reading) will increase and what is "above and beyond" will as well. Students can also lose dollars for misbehavior. Similar to earning dollars, teachers will use explicit language to use the misbehavior as an opportunity to teach students what better choices are and why they should make them. We will use LiveSchool in order for our teachers to track students' behavior and give real-time feedback to students. Students will receive weekly reports from LiveSchool that will give their parents weekly access to their homework completion, behavior, and attendance information. As a school, we will also use this information to award incentives, individually and to homerooms/advisories.

Students and homeroom teachers/advisors and school leaders, will discuss and monitor student behavior data regularly. Tracking and sharing these data will allow teachers, advisors and students to be proactive in their approach to supporting student behavior. It will also allow leadership to analyze trends in student behavior and revise current systems and strategies, as well as design appropriate professional development for teachers.

Students will be able to use their accumulated points as a currency; they will be able to purchase school supplies offered by STRIVE in the school store. In addition to being able to buy school supplies, students will be able to use their accumulated points for leadership opportunities in school clubs or electives. The paycheck system intentionally rewards students who meet behavioral expectations by giving them the opportunity for special privileges, leadership opportunities and other measures of positive behavior support. The paycheck system is also described in the Discipline Code in **Attachment 5: Student Handbook and Discipline Policy**.

G. Awards/Rewards to Promote Achievement, Engagement, and STRIVE

In addition to the structured behavior management system, we will regularly celebrate our students' achievements and good choices. The following represents possible Awards/Rewards we will use.

Awards	
Excellence Award	Given to students who have earned above 90 in all classes for the quarter.
STRIVing toward Excellence Award	Given to students who have earned above 80 in all classes for the quarter.
Literacy Award	Given to students in each grade who reach a specific benchmark in independent reading.
Academic Resilience Award	Given to the student (by grade and subject) who has shown the most academic growth.

Perfect Attendance Award	Given to students who have not missed a day of school, including Saturday, for the quarter.
STRIVER Award	Given to one student per homeroom who has exemplified the STRIVE values during the quarter.
Leadership Award	Given to a student(s) in each grade level who excelled in Leadership Seminar for the quarter.
Perfect Paycheck/Virtue Award	Given at the Community Meeting every week to students with no infractions on their paycheck for the week. Students will receive a raffle ticket for each week that they earn a perfect paycheck, and a raffle will be held at the end of each quarter.
Weekly STRIVE	Given at Community Meeting to students who exemplify a specific STRIVE value.
Homeroom/Grade Level Award	This is given to the homeroom in each grade level that has the highest paycheck and homework percentages each week.

H. Infusing Joy

We believe that if students enjoy learning, their academic achievement will increase and their families will also be engaged. If adults love their job they will increase in their level of effectiveness and will be more willing to stay committed to STRIVE and build relationships with our students. A key to this work is for students to build relationships with the adults in our school and in order for that to happen, they need to know their teachers care about them. Students will have daily and weekly opportunities within their classes and during the community meetings where they will engage in chants, songs and teambuilding activities to increase their engagement and joy. Teachers and their homerooms/advisories will compete with other groups in academic and behavioral competitions, such as homework completion and attendance which increases joy and fun across the school. At STRIVE, celebrations are a part of everything we do, including; chants and songs in the class and at community meetings, purchasing items from the School Store using Paycheck dollars, Fun Friday events for students, Staff Appreciation Wednesdays, monthly and quarterly award recognitions.

I. Community Meetings

STRIVE will have a two weekly community meetings, one whole school and the other by grade-level, during which students who are exceeding behavioral and academic expectations will be recognized publicly. These all-school community meetings will also provide structured opportunities for Celebrations of Learning where students present to their peers about what they have been learning and model exemplary effort and excellent quality. Community meetings will also provide a regular means for students to demonstrate leadership, through facilitation and presentations. Further, school leaders and teachers will use Community Meeting as a forum in which to elaborate on the values of STRIVE and connect these to real- life situations, both in the community and in the world at large. Other ways we will celebrate student efforts and achievement will be visual displays in the building celebrating students who demonstrate STRIVE values; honor roll students; and homeroom/advisory-based competitions around paycheck points, attendance and achievement.

J. Uniform Policy

In order to minimize distractions and to foster a sense of unity at the school, STRIVE students will wear uniforms. The STRIVE uniform will help foster a professional culture focused on learning and avoid distractions. Having students wear uniforms will also promote a sense of belonging for students, which can help increase student effort and investment. Students will be expected to be in full uniform every day. Positive behavior will be fostered through dress code and uniform privileges as decided by student input. For example, those students who have received a certain distinction for model behavior may be allowed to

wear an alternative dress code on occasion, such as jean day; students will be able to wear professional attire on their birthdays. We will hold occasional dress-for-success days, when students can wear professional clothing to allow them to learn to make appropriate choices for interviews and the workplace.

K. Success for all of our Students

STRIVE is committed to ensuring that all students remain on track to achieve the academic and behavioral expectations as well as our long term vision for their success.

1. **Tiered Behavioral Supports and Intervention:** We will implement a tiered approach to support student behavioral success similar to our system of academic supports. The extensive supports described in this section are our robust Tier I supports. Through ongoing analysis of student behavioral data (described in **Attachment 5: Student Handbook and Discipline Policy**), leaders and teachers will identify students who are struggling with their behavior. In response, we will provide Tier II supports, such as a daily or weekly check-in with a teacher/mentor, increased family support and communication, developing an individual behavior plan with specific goals and incentives, or other supports, depending on the need. Tier III supports will include Tier II supports implemented with greater frequency and intensity, as well as external counseling and supports as needed. Students' behavioral progress will be monitored through weekly behavior reports and regular review of discipline data.
2. **Late Entry:** We will provide small group and/or individual orientation sessions for students and families of those entering after the start of the year to ensure they are prepared to productively contribute to the school's culture and classrooms. We will also pair new students with a Peer Leader during their first couple of weeks at STRIVE to help them learn our expectations and systems. Similarly, we will have veteran families reach out to new families to answer questions and provide support to new students.
3. **Special Populations:** All of the supports described above, including individualized instruction, a designated homeroom teacher/advisor, a school-wide paycheck system, will be provided for all students. Our goal is to create a culture where all students can be successful, which is why we will implement a consistent, fair, developmentally appropriate, celebratory school culture. In addition, homeroom teachers/advisors of students with special needs will monitor their progress, and with the Special Education Instructional Specialist, will work with other teachers to ensure that students receive appropriate interventions or supports. Additionally, all teachers will be well-versed in each student's IEP and specific learning and/or behavioral objectives. Some students may require behavior plans that will be designed by the RTI team. This behavior plan will be developed as part of the RTI process. Behavior plans will include any number of in-class strategies, such as check-ins with the student's homeroom teacher/advisor; a behavior sheet, on which teachers sign off at the end of each class; and other proactive strategies that support positive student behavior.

IV. Supporting Teachers in Developing and Maintaining STRIVE Culture

A. Summer Orientation/Professional Development

In the summer prior to the start of each academic year, teachers will participate in three weeks of professional development. This time will focus on ensuring our teachers are prepared to deliver the

academic and cultural program that we envision at STRIVE. This professional development will be further detailed in **Professional Development**, but an important point that we will address during the summer will be our STRIVE culture. In addition to the behavioral expectations and routines, we will provide training in our approach to leadership development, homeroom/advisory, and community meeting. During these sessions, teachers will plan together to ensure school-wide alignment with these components of the program in addition to planning for their individual classrooms. In addition, we will engage in key readings, including the work of Ruby Payne, Carol Dweck, Lisa Delpit, and others, which will help STRIVE teachers create a culture where all students can be successful.

1. Modeling our Values

We agree with the great American James Baldwin when he said, “Children have never been good at listening to their elders, but they have never failed to imitate them.” At STRIVE, we believe in order to ensure a positive academic environment, we must start with the adults. During summer professional development, we will ensure that all teachers and staff commit to the STRIVE values and see how they can model the values in their work at the school. For example, each teacher will model our core values of **Self-Advocacy**, by asking for help with they need it; **Teamwork**, by working collaboratively to create lesson plans and academic experiences for students; **Resilience**, by persevering through the challenge of designing personalized instruction that supports the needs of all of our students; **Integrity**, by being honest about where they are as educators and being willing to do whatever it takes to grow as educators; **Virtue**, by being willing to model the characteristics necessary for them to be leaders inside and outside of the classrooms; and **Excellence**, by constantly finding ways to ensure that students are receiving a top quality education.

2. Clear Expectations

During these weeks in the summer, leaders and teachers will refine the systems that will support our culture, such as establishing very specific grade level behavioral expectations and routines, down to the minute. While all of our grade levels will reflect the STRIVE culture, we know what students in grade 5 are very different from students in grade 8, and that slightly different classroom routines and procedures will be implemented in each (similar to the walking in line versus walking freely and appropriately to class). In order for teachers to be consistent about follow through on expectations, we must first articulate and document those expectations at a very fine grain size.

3. Practice

Another important component of our summer professional development will be having teachers practice implementing the systems and routines of the STRIVE culture. The idea of practice is well-established in many endeavors such as sports and music, and we will implement this approach to achieving excellence in our school culture. We believe in the importance of practice as articulated in *Practice Perfect*⁷² and will spend considerable time having teachers practice our cultural and academic routines before our students arrive. A critical component of practicing is receiving and responding to feedback, which we will provide to teachers during the summer as well as through our observation and feedback systems that will be in place during the school year. (See **Professional Development**).

⁷² Lemov, Doug. *Practice Perfect*. San Francisco: Jossey-Bass. 2012.

B. Common Practices to Support a High Achieving Culture

As a school, we will use a common set of strategies and practices to support the STRIVE culture. Many of these are in place at high performing schools across the country and the School Leader has extensive experience leading their implementation at other successful schools. From this experience, the STRIVE school leaders know how essential it is to not just set expectations for teachers (e.g., Ensure a focused classroom environment), but to provide them with the tools and training to meet the expectations. Accordingly, STRIVE will have an Instruction and Culture Handbook in which the expectations as well as the common tools and routines are articulated for teachers. Many of these strategies come from Doug Lemov's book, *Teach Like a Champion*, referenced in **Academic Focus and Plan**, which when implemented consistently and effectively across a school can support a strong school culture focused on achievement. The strategies, among others, that we expect to utilize to support our culture and detail in our Teacher Handbook include:

- Positive Framing: correct student behavior in a positive way by assuming the best;
- Normalize Error: making sure wrong answers are part of the learning process;
- J-Factor: bring joy to the classroom by teaching with humor, energy, and passion; and
- Sweat the Details: focus on the smallest elements of culture (tucked shirts, clean classrooms) to create an orderly environment which decreases the chance of needing to address larger issues.

C. Ongoing Support, Training, and Celebration for Teachers

STRIVE teachers will receive ongoing feedback and individualized support to ensure they are effectively implementing STRIVE systems and expectations and producing student results. In addition, we have built in time and structures to support teachers' capacity to meet our high expectations and to celebrate each other and our hard work.

1. Embedded Professional Development for Implementing Culture

As detailed more fully in **Professional Development**, we will implement a robust observation and feedback cycle for all teachers. This ongoing, regular, formative feedback focused on instructional practices is designed to help teachers continually improve their practice. Observations and feedback will address cultural and academic elements of the classroom, including our school-wide culture practices. In addition, we will observe and provide feedback to teacher in their role as homeroom teachers/advisors, in their teaching of Leadership Development, and all other aspects of the STRIVE program. In line with our belief in a growth mindset, the adult culture at STRIVE will embrace feedback and continuous improvement.

2. Wellness Wednesdays

At STRIVE Academy, our teachers work really hard and in an effort to acknowledge their hard work, teachers will be able to leave at 1:30 once a month with the students on an early dismissal day. This is a time when teachers can take time and effectively manage their lives outside of the demands of STRIVE.

3. Staff Appreciation Wednesday

We will include a personal, celebratory structure, Staff Appreciation Wednesday (SAW), every Wednesday morning. The SAW is an opportunity for each teacher to take a turn to build up the team and give a boost to his/her colleagues. The SAW is simple and could include a funny or inspirational quote placed on each teacher's desk along with a donut or cup of coffee. This small gesture can go a long way toward creating a positive work environment and acknowledging and

celebrating the hard work STRIVE teachers will do every day. The School Leader will model the first SAW and teachers will sign up for turns for the rest of the year.

V. Supporting Families in Developing and Maintaining STRIVE Culture

A. Recruiting/home visit

Beginning with our outreach efforts in the community (detailed in **Student Marketing, Recruitment and Enrollment**), we will dialogue with families about the STRIVE mission and vision. This will take place in community centers, in libraries, and in homes of potential families.

B. New Student and Family Orientation

Each year, all new students and families entering will participate in a mandatory orientation before the new school year begins. We will provide two opportunities for parents, once their child is enrolled, to come and learn about the culture and academic systems and expectations. During this meeting, parents will go through a series of simulations from a day in the life of a STRIVE student to ways they can help at home to support their STRIVE student. Through this orientation and in all of our communication with families, we will ensure that all students and families are informed about our high expectations for student behavior and scholarship, and understand how these expectations support our mission of success for our students.

C. Open House/Barbecue

In an effort to truly build community at STRIVE Collegiate, we are going to have an open house in the form of a barbecue. We are going to invite our students & families, board members, community supporters, and the STRIVE adult team. The goals of the community barbecue are to introduce our adult team, create opportunities for students to work with their teammates, and families to get to know our adult team in a fun, family atmosphere.

D. First Fridays

On the first Friday of each month, our families will have the opportunity to meet with the School Leader at STRIVE over coffee. This will be an informal opportunity to share the work we are doing on the school side and answer any questions and receive feedback from our parents. We also anticipate having a teacher and/or students participate to present a Celebration of Learning, i.e., share something they are working.

E. Family Data Days

As explained in **Assessment**, we will hold four Family Data Days during the school year. During these Saturday sessions, parents will not only receive their child's report card, but they will also have a chance to meet with teachers to discuss the progress of their child. During these sessions, families will not only learn about their child's grades and assessment results, but will become a part of the process of creating action plans for their child as they progress at STRIVE Collegiate.

F. STRIVE Commitment

Our students, families, and teachers all sign a STRIVE Commitment that explains what each party will do in order to ensure academic success for each student. While this is not a binding document, it is a symbolic commitment by all parties to a three-way partnership to support student success. (See **Attachment 5: STRIVE Student Handbook and Discipline Policy**.)

Marketing, Recruitment and Enrollment

Describe the marketing, recruitment and enrollment practices of the proposed school.

- Describe how parents and other members of the community will be informed about the school and how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language 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.
- Provide as an attachment the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113.
 - A timeline and plan for student recruitment/engagement and enrollment.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.
- Provide the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.
- What school zones within the LEA will the school target? Consider schools both at your tier level and in the tier level below. Why were these schools selected?
- Where are the families located you are trying to reach? What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

I. STRIVE Embraces Diversity

STRIVE seeks to enroll a student population that reflects the diversity found in the McGavock cluster. We fully support the MNPS goal of providing diverse schools for all of its students and commit to providing a high quality, results-driven education for the students in the McGavock cluster. As noted in **Mission and Goals**, the middle schools in the McGavock cluster do not currently provide sufficient high quality options for families. Three of the four middle schools are underperforming, with two schools identified as Review and one identified as Target under the MNPS performance framework.

At STRIVE we believe that diversity is critical to student success and is reflective of the global world in which we want our graduates to be successful. The MNPS definition of diversity includes four components: race/ethnicity, income, language proficiency, and disability.⁷³ All but one of the middle schools in the McGavock cluster meet MNPS’s articulated definition of diverse schools, and the average of the four schools presents a highly diverse racial population, with income, language and disability percentages very close to the MNPS tier average for middle schools. We are excited to serve this diverse, underserved student population. (See **Attachment 21: Diversity Management Plan** for additional details.) SCA will strive to recruit a student population that will be reflective of the general population of the McGavock Cluster, as shown in the table below.

Elementary Schools	Asian %	Black %	Hispanic %	White %	American Indian %	FRL %
Andrew Jackson	3.8	23	10	62.7	0	47.5
Dupont	0.2	18.6	8.3	72.2	0	80.6
Dodson	1.4	48.1	15.1	34.8	0	76.2
Hermitage	2	26.1	17.3	53.2	0	78.6
Hickman	2.4	37.8	9.8	49.2	0	70.7
McGavock	2.9	24.7	33.8	38.6	0	86.4
Napier	0	91.8	5	3.1	0	97.9
Pennington	2.9	22.5	15.5	59.8	0	55.8

⁷³ MNPS Diversity Plan. www.mnps.org

Ruby Major	3.7	41.1	8.9	45.7	0	59.8
Stanford	5.1	31.7	6.8	55.9	0	37
Tulip Grove	2.7	27.3	19.8	49.6	0	7.1
Total Average	2.4	35.7	13.6	47.7	0	63.4
Middle Schools	Asian %	Black %	Hispanic %	White %	American Indian %	FRL %
Donelson	2.7	40.9	12.4	43.6	0	73.8
Dupont-Hadley	1.8	24	9.7	63.8	0.5	64.8
Dupont-Tyler	1.4	36	17.5	44.4	0.6	73.7
Two Rivers	2.1	48.5	13.4	35.8	0	80.3
Total Average	2	37.35	13.25	46.9	0.28	73.15

Using the 2013 data and the 2012 data presented in the original application, STRIVE has created a recruitment and marketing plan aligned to the data and methods of other successful charter schools. In the following recruitment and marketing plan, we have included methods used by other charter schools who serve a higher FRL & ELL population, and have found success in the methods presented below. We are confident that we will be able to reach our recruitment goal in the first year because there are currently over 1200 rising fourth graders in the McGavock cluster, with approximately 350 students leaving the McGavock Cluster between fourth and fifth grade. We have already begun our work in the McGavock Cluster and built a strong support network within the cluster. For example, we have held community meetings at all of the community centers located within the McGavock Cluster and the Donelson-Hermitage YMCA. We have also done community canvassing throughout the McGavock Cluster and have met families who are interested in joining our canvassing efforts because of their desire for another middle school option in their area.

STRIVE’s Marketing & Recruitment Plan

<p>Goals:</p> <p>Recruitment goal: 200 applications</p> <p>Enrollment Goal: 120 students</p>	<p>Target:</p> <p><i>Parents:</i> Parents of students in the McGavock Cluster who will have a 4th grade student in one of the 11 elementary schools.</p> <p><i>Students:</i> Fourth grade students who attend one of the 11 elementary schools in the McGavock Cluster.</p> <p><i>Community Organizations, civic leader, media, etc.:</i> Public libraries, community centers, YMCA, radio stations, influencers, etc.</p>
<p>Key Points:</p> <ul style="list-style-type: none"> • STRIVE’s mission is to prepare middle school students for success in high school, college, and career. We will achieve this by empowering each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors. • STRIVE offers our students the best opportunity to achieve their academic and life goals. • STRIVE will re-define the potential for students and will deliver tangible results that change the course of their lives. • At STRIVE, we believe anything is possible for every student. • STRIVE understands the difficult realities facing our children/families/community and will be in the trenches with you to create real opportunities for students. 	

What	When	Where	Why	How
Community Outreach/ Canvassing	Summer 2014- Spring 2015	Houses of any student who attend any of the 11 elementary schools in the McGavock cluster.	Inform the community about charter schools and STRIVE Collegiate Academy. Build relationships with families and recruit families to host house information sessions and/or canvass with STRIVE.	Create neighborhood maps based on a 4 th grade student list provided by MNPS. Work with Advantage Business Solutions to create t-shirts and handbills to promote STRIVE. Handbills will be in Spanish & English.
Informational Sessions	Completed Spring/Summer 2014 at the community centers & Rotary club in the McGavock cluster Host Fall information sessions	Napier Community Center Old Hickory Community Center Hermitage Community Center Donelson-Hermitage YMCA Donelson Rotary Apartment Clubhouses Libraries (Donelson, Hermitage & Old Hickory Branches) Pregnancy Care Center (McGavock)	Build credibility and loyalty for the school among civic leaders, parents, and community partners/influencers by cementing relationships with key players and working with them to generate grassroots support over time.	In the month of July and August, set-up dates on their calendars.
Elementary School Presentations	Fall 2014	All 11 elementary schools	Meet the elementary principals and learn	Set-up meetings with principals in August/September.

What	When	Where	Why	How
			<p>about their vision & goals.</p> <p>Share STRIVE's vision & goals.</p> <p>Ask to host information sessions for their parents during an already scheduled meeting.</p>	<p>Set a date that aligns with a parent meeting at each school.</p> <p>Host an information session for parents of fourth graders.</p>
Marketing Materials	Mailers (Twice, Fall 2014)	U.S. Postal System	Generate enough awareness of STRIVE and interest in the free education opportunities provided by the school within the community to allow our team to effectively recruit new students.	Request current fourth grade list from MNPS
	Flyers (During canvassing/information sessions in Fall 2014 & Spring 2015)	Advantage Business Solutions		<p>Create, print, and mail brochures to families using Advantage Business Solutions.</p> <p>Create & print flyers through Advantage Business Solutions.</p> <p>Use flyers during canvassing events and information sessions.</p>
	Media (Fall 2014 & Spring 2015)	Radio Stations, Newspapers, etc.		The School Leader & Board will work alongside the TN Charter School Center to find opportunities.
Community Events/ Meetings	Winter 2014-present (continuous)	<p>Donelson-Hermitage Chamber Events & Luncheon</p> <p>Women in Business (Donelson)</p> <p>First Day/Last Day McGavock High School</p>	Build credibility and loyalty for the school among civic leaders, parents, and community partners/influencers by cementing relationships with key players and working with them to generate grassroots support over time.	Have completed several meetings, and will continue to set-up meetings and attend events in the McGavock area.

What	When	Where	Why	How
		Meetings with Anna Shepherd (MNPS School Board member), Jeff Syracuse/Phil Ponder/Phil Claiborne (Councilman) Pregnancy Care Center Staycation with the Donelson-Hermitage Neighborhood Association		

Using our experiences and relationships we’ve built thus far in the McGavock cluster, we are confident that we can reach our goal and reach families whose first language is not English or economically disadvantaged families. Using the results from other schools who have recruited in high concentrated areas of non-English speaking/economically disadvantaged families, we’ve learned that the most successful methods of outreach were referral by a friend, the mailer to families, and door knocking. In our effort to ensure we maximize these efforts, we are planning to use the strategies we’ve listed above and strategize ways more to meet families where they are. We understand that there are many languages spoken in Nashville and we know that some potential languages, other than English, spoken in the McGavock Cluster are Spanish, Somali, Kurdish, Karenni, & Arabic. With this knowledge, we have built alliances with the Nashville International Center for Empowerment and Casa De La Cultura Latinoamericano. Both of these centers can provide translation services for meetings & marketing materials and services for our families. The Tennessee Charter School Center will help fund the services during the planning year for our recruitment efforts. In an effort to reach economically disadvantaged families, we have plans to make the meetings more accessible. For example, we are hosting meetings at neighborhood houses/apartments and in apartment complexes. We are also planning to host meetings on the same day as regularly scheduled MNPS school meetings in order to maximize parents’ time. Our meetings will take place shortly after the MNPS school meeting. The proposed School Leader has found success in these meetings because it allowed parents to ask questions of the Elementary School Leader and the proposed Charter School Leader simultaneously. During all of our meetings and events we will provide refreshments and reference materials for families to share with friends and families.

II. Outreach to Families and the Community

Strive will engage in a variety of recruitment activities to achieve our desired diverse student population. To ensure that the neediest students – those living in poverty, those who are currently low-achieving, those with limited English proficiency, and those with disabilities – learn about STRIVE, we plan to take our message out into the community. STRIVE representatives will be visible at grocery stores, community centers, and in housing complexes. We will not wait for families to come to us, but will knock on doors,

attend community events, and provide transportation to community meetings as needed. All STRIVE materials will be available in Spanish and other languages in the community; also, where appropriate, community meetings will be translated into appropriate languages for parents. The following section presents a more detailed description of our major recruitment efforts.

A. Spreading the Word

We will actively publicize the STRIVE mission of the school to the surrounding community. To promote a diverse applicant pool, we will produce and distribute flyers, brochures, and other informational materials throughout the McGavock neighborhoods. Specifically, we will post notices in places such as neighborhood bulletin boards, local libraries, housing developments, community centers, grocery stores, etc. Also, STRIVE leadership will set up tables in high-traffic neighborhood locations (e.g., grocery stores, libraries and community centers) to distribute information about STRIVE and to field questions about the school.

B. Targeted Outreach

1. **Mail:** We will send information about STRIVE, including dates and times for upcoming school and community presentations, in the mail to all students who will be entering grade 5 in the fall of 2015. We hope to have at least 200 grade 5 students apply to STRIVE for our first class.
2. **Email:** Through our community meetings and outreach efforts in the community, we will gather email address of potential students and supporters. We will then communicate with them via email about upcoming community events. We recognize that economically disadvantaged students, who will comprise the majority of our anticipated enrollment, do not necessarily have access to email, so we will not rely on it as a primary mode of communication.
3. **Texts:** In addition to collecting email addresses during community events, we hope to collect the phone numbers of interested families and supporters, if they are willing to provide them. We can then communicate via text about upcoming community meetings as well as application information.

C. Media

We will use some media outreach as part of our recruitment plan. Specifically, we will work with local community newspapers and radio stations to spread the work about STRIVE's academic program. In addition, STRIVE will create a website that families and community members can access for additional information. On this website, there will be a portal through which visitors will have an opportunity to submit feedback.

D. Family-Hosted Information Nights

Once we have established relationships with families in the community through our outreach efforts, we will work with them to host information nights in their homes. We expect that each of these will include about 4-8 other families and will provide a great opportunity for us to have small group conversations about the STRIVE program and respond to questions. Building on these family-hosted nights, we hope to have some families join us in our recruitment efforts in the community, at another information session, at community events, and even going door-to-door. We know that family support is critical to our students and the school's success, and we are committed to working closely with families from the outset.

E. Elementary School Presentations

Representatives from STRIVE will participate in information sessions at those elementary schools that will feed into the McGavock Cluster – specifically Andrew Jackson Elementary, Dodson Elementary, DuPont Elementary, Hermitage Elementary, Hickman Elementary, McGavock Elementary, Napier Elementary, Pennington Elementary, Ruby Major Elementary, and Tulip Grove Elementary. At these sessions, STRIVE leadership will present the mission of the school as well as a program overview. We will also provide informational materials, enrollment forms, and answer questions from students and families.

F. Community Meetings

The STRIVE School Leader will hold information sessions in the community about STRIVE’s mission and program, including the Hermitage Community Center, the YMCA, the Donelson-Hermitage Chamber of Commerce, and churches in the neighborhood. These events include a brief overview of our mission and program and provides time for families to ask questions and learn in detail about what STRIVE has to offer. Our first major community presentations are scheduled the last weekend in March, 2014 at the Hermitage and the Napier Community Centers. We hope to have at least 50 families at these event and plan to hold at least eight more between now and the 2015 student enrollment deadline. We plan to hold at least one per month from our approval in the summer throughout the planning year.

G. Informal, Ongoing Outreach Efforts

During the planning year, we will continue the strategies, as well as increase direct recruitment efforts. These will include additional trips into the community (e.g., apartment complexes and those areas most densely populated with potential families) in order to greet potential students and parents, and to spread their enthusiasm for the upcoming school year. Additionally, STRIVE representatives will attend neighborhood events, such as the Chamber-led event Chambalaya, as well as job and health fairs in the community in order to promote the school and recruit future students. Finally, we will hold canvassing days where we go to targeted neighborhoods and go door-to-door to let families now about this new educational option in their community. We believe that talking directly with families about our program will be a strong recruitment tool for us as we know that families will fully support our mission and vision for their children.

III. Enrollment Policy and Procedures

STRIVE’s Enrollment Policy (**Attachment 18**) details the specifics of the enrollment process we will follow. It includes tentative dates for the enrollment period, information regarding student recruitment and enrollment, and procedures for waitlists, withdrawals, re-enrollment and transfers. STRIVE will comply with all state and federal requirements with regard to enrollment.

IV. Targeted School Zone

As stated throughout this application, STRIVE seeks to serve middle school students in the McGavock cluster. We have chosen this cluster for specific and compelling reasons, which are fully detailed in the Mission and Goals section. Most importantly, three of the four middle schools located in the cluster are underperforming: two are identified as Review and one as Target. Students who live in this community need additional educational options, particularly one that seeks to prepare all students for high school, college, and career. Additionally, the middle schools in the McGavock cluster serve a high percentage of low-income students, an underserved and underperforming student population.

Further, the schools in the McGavock cluster are currently close to or over capacity, with the cluster average projected to be over-capacity by the 2017-2018 school year. STRIVE will help address the need for more schools in the area. Finally, and as discussed at the outset of this section, the McGavock cluster is highly diverse and would allow STRIVE to provide its educational program to and for a diverse population.

Community Involvement and Parent Engagement

- Describe how parents and community members were engaged and contributed to the development of the proposed school.
- Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement. Describe any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.
- Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses, or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an **Attachment**.
- Include, as an **Attachment**, 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 reflects a community's needs and interests.

I. Parent and Community Member Contributions to STRIVE's Development

Throughout the development of the application, the School Leader has engaged with the McGavock community to share STRIVE's mission and vision. Through these conversations with key community members and organizations, such as the Chamber of Commerce and the YMCA, the School Leader has sought input into the design of the school program, particularly with regard to the family and community engagement elements. In addition, the School Leader has attended events in the community to begin conversations with families regarding the proposed school.

As described above in **Marketing and Recruitment**, the School Leader will hold numerous community meetings and information sessions in the McGavock area beginning in the spring of 2014. In each of these sessions, we will ask families for feedback and input on the implementation of STRIVE. In our experience, families and community members have important insights to share regarding school programs and their implementation, particularly on topics such as family involvement, school schedule, transportation, community organizations, homework, and others. We look forward to learning more from families and community members and tailoring elements of our program to best serve the students and families in the McGavock cluster.

II. Engaging Families at STRIVE

We believe that parent engagement in the life of the school supports student learning and seek to partner with parents in meaningful ways. Our plan to engage families at STRIVE is multi-faceted, and ensures that parents are fully informed about our program and their student's progress. More than this, we have built ways that parents can be actively engaged and supported at STRIVE. Our Director of Operations, with the support and guidance of the School Leader, will be responsible for family communication and engagement. The following tables outline our robust opportunities for communication, collaboration, and active participation at STRIVE.

Having clear and routine systems to communicate with families is essential in running a successful school. We also believe that is important that this communication takes a variety of forms, including written, face to face, whole school and individualized. As such, we will implement the following means to communicate with STRIVE families.

Communicating with Families	
Family bulletin board	Located in a prominent place in the school, the Family Bulletin Board will provide information about what’s going on in the school and a portion of the board where families can share information with each other.
Family Newsletters	This is a weekly newsletter to parents giving them an overview of what’s happening in the school, progress toward our goals, upcoming events, and other announcements. In addition, we plan to feature sample student work and other artifacts from our literacy and leadership efforts.
Homework Check	As part of our efforts to support student ownership of their learning and the development of academic behaviors, students will have homework each night. To engage parents in academic work at home, parents of 5 th grade students will be asked to check their child’s homework for completion every night and sign their child’s agenda. As students’ progress to the 6 th grade, they will be given the responsibility to check in with their parents and get their agendas signed as a form of responsibility.
Weekly Paychecks	Each week, we will send home a report that provides a snapshot of students’ academics and behavior. The weekly report will include attendance and tardiness; homework completion; and paycheck points. Parents will be asked to sign and/or comment and return with their child on Monday morning. These reports will be generated using our LiveSchool platform.
Phone calls	Homeroom teachers/advisors will call their students’ families at least once a quarter. The purpose of the calls is to make a personal connection with families and provide positive update about each student. We will set aside some time during common planning time for teachers to make these calls and will make appropriate accommodations for families who speak a language other than English.
Progress Reports	Every three weeks, students will receive a progress report with detailed information on their academic progress. These will be generated from PowerSchool and will include a reflection question for students and families to consider. In addition, students will spend time in their leadership class reviewing their progress, setting appropriate goals, and making action plans in response to their progress report. These will be sent home on Thursday and will be signed by families and returned on Friday.
First Fridays	On the first Friday of every month, the School leader will host an informal coffee/breakfast for families. This is another opportunity for parents to engage with the leaders of the school to discuss various topics and provide input and feedback about the school.
Family Surveys	In an effort to be reflective on the work we are doing, we will ask our parents to respond to an annual survey. The survey will include questions on topics such as the academic and cultural program, teachers and leadership, communication, among others. As noted in our School Goals , we have set specific targets with regard to parent satisfaction as reflected in the survey results.

In addition to communicating with families about the school and their child’s progress, we believe it is critical that we build intentional ways to support and work with our families. This work moves beyond simply informing parents and leads to building families’ capacity to support their students and allows STRIVE to harness the power and wisdom that families have to offer. We will use the following structures to foster true collaboration with our families.

Supporting and Collaborating with Families	
Family Orientation	We will provide two opportunities for parents, once their child is enrolled, to come and learn about STRIVE’s culture and academic systems and expectations. During this meeting, parents will go through a series of simulations from a day in the life of a STRIVE student to ways they can help at home to support their STRIVE student. Families will be able to meet all of our teachers and staff and have the opportunity to ask questions about the program and their student.
Community Barbecue	This will be our first school-wide event where students and families will come together with their teachers and learn more about our mission in a family-like atmosphere. This event will help us set a collaborative tone for the year.
Home Visits	Every new student will receive a home-visit from a team of STRIVE teachers during the first quarter of the school year. During this meeting, families will have an opportunity to ask questions and we will have the opportunity to explain our mission and vision to serve students and the community. This provides another opportunity for relationship-building and personal communication.
Parents as Partners Meetings	<p>To proactively build parents capacity to support their student and their success at STRIVE, we will provide a series of workshops and meetings for families. These will give parents the information and tools they need to support their student on the path to success in high school, college, and career. In addition, these meetings will provide all of us the opportunity to celebrate our hard work and successes in meeting our goals. The following gives information regarding some of the workshops and meetings we anticipate providing; we will also seek family input on what topics would be most useful to them.</p> <ul style="list-style-type: none"> • <i>Supporting your STRIVE student:</i> This session will be offered at the beginning of each year and will be tailored by grade level. Teachers and leaders will review the academic supports and systems (i.e., agendas, binders, and homework routines) and offer suggestions of ways parents can be actively involved in supporting their student’s academic success. As the school grows, veteran STRIVE parents will share successes and challenges with new families. • <i>Celebrations of Learning:</i> These sessions will showcase student work in literacy and leadership. These could be oral presentations, projects in a content area, or service learning efforts. In addition, leadership will provide an overview of the school goals and our progress toward them at mid-year and the end of the year. • <i>Content-Specific Sessions:</i> This is a session dedicated to learning about what’s happening in particular content areas and will provide resources for families to engage in their child’s learning. Our teaching team will plan a night filled with activities aligned to their content area, such as book talks and math fluency practice. This is will be an opportunity for parents to come and experience not only what their students are learning, but also ways to support their child at home. • <i>State Testing and How Parents can help:</i> This session will serve to demystify state testing and enlist parents as partners and supporters of their students’ success. We will explain the testing schedule, provide sample test questions, and brainstorm ways families can support their students at home during testing. • <i>High School and College Preparation:</i> When the school serves students in grades 7 and 8, we will intentionally provide programming around success in high school

	<p>and college and what students and families can do in each grade level to be prepared.</p> <ul style="list-style-type: none"> • <i>Parent University</i>: We hope to be able to provide additional and direct support to families in areas where they identify a need. We anticipate that this might be sessions in computer literacy, financial management, GED, ELL, and others. To provide these, we will seek to partner with organizations in the McGavock and greater Nashville community.
Family Data Days	As described in detail in Performance Standards , at the end of each quarter, students and families will attend a Saturday session when parents will not only receive their child's report card, but they will also have a chance to meet with teachers to discuss their child's progress and making plans for growth and improvement.

In addition to communicating and providing supports for families, at STRIVE we will offer families opportunities to work directly with us in support of our program. While we know that not every family will be able to engage with us in this way, we are committed to provide structured and meaningful opportunities for families to be hands on in their child's education at STRIVE.

Working Alongside Families	
Parent Committees	<p>These committees are opportunities for parents to work in a smaller setting to help support our mission and vision. Parents will have the option of meeting at the school location, in a committee member's home, or via conference call to ensure that as many parents as possible can participate.</p> <ul style="list-style-type: none"> • <i>Outreach Committee</i>: Families & students will help with recruitment efforts throughout the year. This committee will become the face of our recruitment efforts. This committee gives potential families and students the opportunity to learn about our mission and how it relates directly to the community. This committee will engage in efforts like door-knocking, speaking at community events, volunteering for student registration and community engagement events. • <i>Literacy Committee</i>: To support STRIVE's literacy focus, we will actively engage parents in literacy initiatives. This committee will organize and host book clubs with parents and community members to help support our goal of building a culture of literacy and a love of reading. • <i>Spirit Committee</i>: This committee will serve three primary functions. (1) Train & engage parents in the hiring process of potential staff members using a hiring guide and rubric. (2) Create ways to support our hard working team at STRIVE, such as through Teacher Appreciation Week. (3) Speak at our parent meetings to help engage current parents.
High School/College/Career Fair:	It is important to begin to expose our student leaders to excellent high school options and potential college & career options. In an effort to engage our families, we will invite parents to our high school, college, and career days. We know that many of our families will have insights and experiences to share with our students and we look forward to partnering with them in this way.
Field Lessons	Families will be encouraged to join us and assist with chaperoning our field lessons. This is a great way for families to see our students and teachers in action and engage in hands on learning with students.

Board Participation	A parent will have the opportunity to serve on the Board of Directors for STRIVE Collegiate Academy as mandated by state law.
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III. Engaging the Community at STRIVE

At STRIVE, we believe that schools are an essential part of the community. As such, we plan to be a positive presence in the community, partner with key community organizations, and give back to the community through service. One way we will ensure that STRIVE is a positive addition to the community is through participation in community events and provide opportunities for community members to come to the school on a regular basis. This open approach will foster relationship-building and collaboration as the school and community come together to serve our students. The community has already shown significant support for STRIVE, with numerous community leaders supporting our plan as well as over 100 families signing to indicate their support for high quality middle school options in McGavock. (See **Attachment 14: Letters of Support**)

To foster community relationships, we will hold **Third Thursdays** each month. In these sessions, community members will have the opportunity to visit STRIVE hear from a student, teacher, and leader as well as learn ways that they can connect with STRIVE Collegiate. Our Board of Directors will assist in hosting these sessions and work to bring in community leaders and organizations.

We also seek to work with organizations in the community to provide additional supports and programs to our students. To that end, we have already begun and will continue to work with a number of community partners who will provide additional academic, mental and physical health services. Our Director of Operations, with support from the School Leader, will be responsible for building and maintaining relationships with key organizations. We anticipate working most closely with the following organizations. See **Attachments 13 and 14** for evidence of support from community leaders and partners.

YMCA is a strong community organization in McGavock. The YMCA provides extracurricular activities that our students and families can engage in, such as taking a class, participating in an after school activity or a sports team. Our partnership with the YMCA will augment our elective offerings and provide additional programming for our students and families, including Girls Inc.

Napier and Hermitage Community Centers provide extracurricular activities that our students and families can engage in. We will coordinate with the Centers to have students in grades 6th-8th participate in their sports leagues. In addition, there are some tutoring services available at both community centers and we will work with them to help our families access these programs and services.

Junior Achievement provides instruction in financial literacy to middle school students. We are excited to bring this program to STRIVE students in our electives block.

Big Brothers and Big Sisters offer a school-based mentoring program for individual students. Through our RTI systems, we will identify students who might benefit from this type of ongoing relationship, which may continue into high school.

Boy Scouts provides a school-led scout-option for boys who are between ages 10-13 with goals of developing character, citizenship, and personal fitness. We are working with the Boy Scouts to build a troop based at STRIVE as another means of promoting leadership and character in our boys.

OPERATIONS PLAN AND CAPACITY

Governance

Describe the legal status of the proposed school, including whether the entity proposing the school is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status. Tennessee Charter Law requires each charter school governing body to be a legally recognized 501(c) (3) non-profit corporation. This status should already be in place, or be close to being in place, before the application is submitted. Please include the following documents **as an Attachment**.

- Articles of Incorporation
- Proof of non-profit and tax exempt status
- Governing board by-laws
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Resumes of applicant team members (including any proposed leaders and founding board members)
- Draft of initial board policies, and
- Policies on Open Meetings and Open Records

STRIVE Collegiate Academy has been organized as a Tennessee nonprofit corporation and will operate as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). Please see **Attachment 3: Governing Body Documents** for the governance documents requested above. In addition, STRIVE is in the process of submitting the 1023 application for tax exempt status and anticipate receiving status prior to the school's opening, as required by law.

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

- Describe the governance structure at the school level.
- Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders.
- Discuss the powers and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.
- Explain how this governance structure and composition will ensure the school will be an educational and operational success.
- Describe how the board will evaluate the success of the school, the school leader and its own performance.

I. STRIVE's Governance Philosophy and Role

The STRIVE Board of Directors (the Board) will be a policy-making Board and ultimately responsible for the academic performance, operations and governance of STRIVE Collegiate Academy. The Board shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Board will oversee financial management of the school and approve the school budget. The Board will also regularly review and approve the organization's goals and objectives. The Board's primary role is to provide oversight, while entrusting the day-to-day operations of the school to the School Leader and teaching staff. The Board will ensure that STRIVE is committed to the mission, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer, and is compliant with all applicable local, state, and federal laws. The governance and operational policies of STRIVE will be designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

STRIVE will be governed by the STRIVE Board and organized through officer positions of Board Chair, Vice Chair, Secretary and Treasurer. Upon approval of the charter, and as required by Tenn. Code Annotated §49-13-104 (3), a parent representative of a child who is enrolled at STRIVE will be

elected to the Board. The bylaws allow for a minimum of 5 and a maximum of 15 members. The Board Chair presides at all meetings, leads the Board in the development and monitoring governance policies; the Vice-Chair fulfills the role of Chair in his/her absence; the Secretary provides written agendas and maintains meeting minutes; the Treasurer manages the Board's responsibilities related to financial oversight. The Board will be representative of the Nashville community and have a wide range of expertise, including finance, marketing, law, human resources, education, technology and government.

A. Operational Powers

STRIVE shall be responsible for its own operations within the limitations of any funding provided by MNPS and other revenues derived by STRIVE consistent with law, and shall have authority to independently exercise – also consistent with federal and state law – the following powers (including such other powers as provided for elsewhere in the Charter): contract for goods and services; prepare a budget; select personnel and determine their compensation; procure insurance; lease facilities for school purposes; purchase, lease or rent furniture, equipment, and supplies; and, accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of the Charter. In exercising these powers, STRIVE shall comply with all applicable MNPS policies and furnish to the MNPS copies of all written policies or procedures it may develop with respect to any matter relating to its operations and educational program upon adoption of such policies by the Board.

B. Financial Oversight

STRIVE will implement sound financial policies and practices to ensure the long-term viability of the school. These policies will include maintaining a balanced budget, creating a comprehensive budgeting process, contracting with an independent auditor to conduct an annual audit of the financial statements, as well as an audit of internal procedures and controls, developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the finance committee, and the Board. The finance committee will work closely with the School Leader and the Director of Operations to develop and execute responsible fiscal policies and practices. On a monthly basis, the finance committee will report to the Board on the financial health of the school. The report will include updated financial statements (income statement, balance sheet, cash flow statement) and any other material financial information needed for the Board to carry out its responsibilities.

C. Evaluating the Success of the School

The School Leader will report regularly to the Board of Directors, providing a written report for each meeting, including a dashboard of key metrics in the school's performance management system. This dashboard will be aligned to the STRIVE's academic, financial and organizational performance standards, as well as our internal metrics outlined in Performance Standards. It will include all relevant data, such as attendance, internal and external assessment data, behavioral data, teacher recruitment/attrition, etc. The Board will monitor the school's progress by using the dashboard, anticipating issues, identifying gaps in performance, and ensuring that appropriate actions are taken in response to the data by the School Leader.

D. Evaluating the School Leader

Holding the School Leader accountable for strong student performance and effective management of the school is a fundamental responsibility of the Board. The School Leader will be evaluated by the full

Board of Directors on an annual basis. The Board’s evaluation will be aligned to STRIVE’s academic, financial and organizational performance standards, as well as STRIVE’s internal metrics outlined in Performance Standards. The Board Chair will lead the evaluation process which will begin in July with a formal meeting to review the previous year’s performance and to set goals for the coming year. At mid-year, the Board Chair will gather written, qualitative input from all Board members and staff on the School Leader’s performance, as well as quantitative data regarding performance against the metrics. At the end of the year, the Board Chair will gather all relevant data and develop a written performance review. The School Leader will create a self-assessment, which will be discussed in an end- year conference.

Summarize members’ interests in and qualifications for serving on the school’s board. Explain the procedure by which current board members were selected, and how they will be replaced and/or re-elected. How often will the board meet? Discuss the plans for any committee structure.

Public charter schools are subject to the provisions of T.C.A. § 12-4-101 and 102 regarding conflicts of interest. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. If you have a completed conflict of interest policy, submit it with the **governing body attachments**.

Describe plans for increasing the capacity of the governing board.

- Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- How and on what timeline will new members be recruited and added, and how will vacancies be filled?
- What training will be offered to the board and when? Tennessee law requires at least one board training per year to be certified by the Tennessee Charter School Association.
- How will this board handle complaints? The draft complaint policy should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

II. Proposed Board Members

Members of the Board represent a cross-section of talented members of the Nashville community, including dedicated and experienced educators, community leaders, business and organizational leaders. The following table presents an overview of STRIVE Board members and brief biographies for each is then presented.

Founding Board Member	Area of Expertise	Committee Assignment and Officer Status
Tyronda Burgess Pastor Kairos Community AME Church	Financial/Accounting	Founding Director
LaKendra Butler STRIVE Collegiate Academy	School Leadership, Curriculum Instruction, Assessment	Founder, <i>Non-voting, Ex-Officio Proposed School Leader</i>
David Carter COO, Integrity Solutions	Business Development, Finance, Operations	<i>Board Treasurer</i>
Sarah Ann Ezzell	Curriculum, Instruction Leadership Development	<i>Board Secretary</i>
Hada Flores Director, Training and Support Tennessee DOE	Curriculum, Instruction, Assessment	<i>Board Chair</i>
Karl Houston Senior Marketing Director of Goodwill Industries	Marketing	<i>Founding Director</i>
Joseph Williams Legal Clerk; Sitting for TN Bar in 2014; American Center for Law and Justice	Curriculum, Instruction Law	<i>Board Vice Chair</i>

Biographies of STRIVE Board members

Tyronda Burgess, Director

Ms. Burgess holds a Bachelor's in Business Administration from Middle Tennessee State University and an MBA from University of Memphis. She is currently the pastor in Nashville. Prior to this role, Burgess served as Chief Financial Officer for the Metropolitan Government of Nashville and Davidson County Metropolitan Action Commission where she was a member of the Executive Leadership Team and oversaw budget preparation, federal and state reporting, payroll, and other key financial functions. She has also provided operations and financial oversight to the AME Episcopal Church in Nashville, the Memphis Leadership Foundation, and Oasis Center. Burgess' many years in business and finance as well as her extensive work in the community will be an asset to our Board

David Carter, Treasurer

Mr. Carter holds a bachelor's degree from Furman University and an MBA from Brenau University. He is an experienced operations, marketing, and finance professional and currently is Principal and COO of Integrity Solutions, a corporate consulting company. Prior to this work, Carter was CEO of Mi6X Ventures, a holding company and Regional Vice President and General Manager for Comcast. In these roles, he has had responsibility for sales, marketing, finance, human resources, and operations. Carter also served on active-duty in the U.S. Army for five years and 15 in the Army Reserves; he is a combat veteran of both the Desert Storm and Panama conflicts and achieved the rank of Lieutenant Colonel. In 1994 he received the Douglas MacArthur Leadership Award which recognizes the 25 outstanding junior officers in the Army each year. The STRIVE board will benefit from Mr. Carter's years of experience in leadership, operations and finance.

Sarah Ann Ezzell, Secretary

Ms. Ezzell holds master's degrees in Elementary School Education and Elementary School Counseling from Georgia State University and a Bachelor of Science in Elementary Education from the University of Georgia. She also holds Tennessee certificates for elementary grades 1-8 teaching and counseling. Ms. Ezzell taught middle school math and science and served as counselor for over twenty years at the Ensworth School in Nashville. Prior to that she taught at Pace Academy, Westminster School, and Snapfinger School in Atlanta. She is a very active member of the Nashville community, serving on various boards, and brings education experience and expertise to the Board.

Hada Flores, Chair

Ms. Flores earned a Master of Education from the Peabody College of Education and Human Development at Vanderbilt University and a BA from Stanford. She is currently working in curriculum and instruction at the state department of education. In this role, she leads state-led professional development for Tennessee educators and manages leadership and teacher coaches to help facilitate the transition to the Common Core. Before this, she was program coordinator for Vanderbilt's Principal Leadership Academy of Nashville, taught at YES Public Schools in Texas, and served as a Teach for America Corps Member in Houston. Ms. Flores brings education and leadership expertise to her role as Board Chair.

Karl Houston, Director

Mr. Houston holds a bachelor's degree from the University of South Carolina. He is the Senior Director of Marketing and Community Relations for Goodwill Industries of Middle Tennessee, and in this capacity he is responsible for all aspects of marketing, community and media relations, and communications. Prior to

this, Houston served as a regional vice-president of sales and marketing at CRW financial and a sales manager at Liberty Life Insurance. Houston’s extensive marketing and communications experience will be an important contribution to the STRIVE Board.

Joseph Williams, Vice Chair

Joseph Williams, holds a law degree from Vanderbilt University and is a member of the legal team at the American Center for Law & Justice in their Franklin, Tennessee office and will bring legal expertise to the Board. After graduating from Vanderbilt University magna cum laude double-majoring in Economics & Political Science in 2009, he taught for two years at Whites Creek High School in MNPS, where he served as social studies department chair, lead teacher, golf coach, and student government adviser. At Vanderbilt, he served as Student Body President. Additionally, he has previously served as a youth ministry intern and an intern on Capitol Hill with Sen. Lamar Alexander's office. Williams has decided to join the STRIVE Collegiate Academy Team because he truly believes that quality education and school choice for all socioeconomic demographics is the civil rights issue of our time. He

LaKendra Butler, Ex Officio, Founder and proposed School Leader, STRIVE Collegiate Academy

LaKendra Butler holds a Bachelor’s degree in Psychology and Social Work from the University of Texas - Austin, and a Master’s degree in Education Administration & Supervision from National Louis University. Butler’s career in education began in 2005 as a corps member with Teach for America in Atlanta, Georgia, where she taught high school Civics, Law, and. Then she taught fifth and eighth grade Social Studies and was the role of eighth grade level chair at KIPP TRUTH Academy in Dallas, Texas. At the end of her first year at KIPP TRUTH Academy, 100% of the eighth graders passed the state Social Studies test. Butler participated in the KIPP School Leadership Pathways program and became KIPP TRUTH’s first Assistant Principal. She continued her role as a fifth grade Social Studies teacher and Assistant Principal for the next three years, and then became the School Leader. During her tenure as a teacher, Assistant Principal, and School Leader, KIPP TRUTH Academy continued to be a “Recognized” school (per Texas’ rating system). During her final year with KIPP, Butler was the Director of KIPP Through College role where she led the KIPP Through College Managers and developed a strategic plan for KIPP Through College. Butler has received extensive training through her current position as Fellow at the Tennessee Charter School Center. Fellows are given the opportunity to participate in intensive residencies tailored to strengthening specific skill sets of the Fellow, and attend workshops across the country to study best practices and innovations. As a result of this intensive training, Ms. Butler has honed both her academic and operational leadership skills, and developed an extensive national network of colleagues. She is prepared to achieve all of the goals of the charter term and successfully launch and lead a high performing charter school.

III. Board Membership and Structure

A. Board Membership, Selection, Vacancies, Terms

Two of the initial Board members will serve a three-year term and two will serve a two-year term, except the term of any Director who is the parent or alumni shall be two years. Thereafter, all members will be elected to Board terms that will be staggered. All Board members’ terms will be for two years. This structure of staggered terms provides stability, while at the same time providing opportunities to infuse the Board with new contributors.

At this time, STRIVE does not have plans to expand the Board beyond its proposed membership. In advance of vacancies and according to the process set out in the Board's by-laws, the governance committee will work with the School Leader to actively recruit and nominate Board members to the full Board for consideration. In recruiting, priority will be given to mission alignment with STRIVE, possession of a needed skill set on the Board and diversity.

B. Board Meetings and Committee Structure

The Board will hold regular monthly meetings during the year as the Board determines to discuss STRIVE's academic performance and operations and hear reports from appropriate committees, consider and adopt policies, and consider requests and concerns from parents, students, and teachers. The School Leader will provide a written report for each meeting, including a dashboard of key metrics in the school's performance management system, as described above in Evaluating the Success of the School. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of 51% of the Board is present. The school and Board will comply with the open meetings and open records laws and Board discussions and policies will be communicated to staff and families through existing communication channels.

The Board will work efficiently through a committee structure. The committees will include a governance committee, an academic achievement committee, a finance committee and a development committee. The Board may establish other committees and/or task forces from time to time that it deems necessary for carrying out its responsibilities. Certain tasks will be delegated to the committees who, in turn, will recommend a particular action to the full Board for discussion. Each Board member will serve on at least one committee, based on his or her area of interest and experience. Committees will work closely with the school administration, teaching staff, Board members, and outside individuals and organizations, when appropriate, to achieve their objectives.

C. Board Member Orientation, Training, and Development

The governance committee will lead orientation of new members, which will include the performance expectations for Directors, a board manual outlining board policies, school performance metrics and school overview, and time on site at the school with the School Leader. Participation in trainings in effective academic and financial oversight will be required during the first two years. These may be offered by organizations such as the TCSC, The High Bar and/or qualified consultants. In addition, the Board will engage in an annual self-evaluation process. This will include identifying the major actions taken by the Board over the course of the year, trustee attendance, and any fundraising efforts. This report will be used to develop suggestions for improving Board performance and practices.

IV. Board Policies

A. Grievance Policy

STRIVE seeks to partner and collaborate with families and knows that in any collaboration there are concerns and issues to be addressed. Thus, STRIVE will have a clear grievance policy that will clearly outline the steps our families should take to express concerns. Families will first bring any concerns to school leadership. If after these good faith efforts the issue is still not resolved, families may submit a formal written complaint related to policy review or policies not being followed by the school to the Board. The Board will address complaints within 30 days. Families may also make public comment during regularly

scheduled Board meetings, which will be publicized to all stakeholders according to the Tennessee Sunshine Law.

B. Conflict of Interest

See **Attachment 3: Governing Body Documents** for the Board’s Conflict of Interest policy, which is included in the Board’s by-laws as Section III. The Board will operate according to the highest standard of ethics. All Board members have the responsibility to disclose actual or potential conflicts of interest. To this end, each year individual members will submit information regarding potential conflicts of interest and the full board will discuss the issue and vote to determine if a conflict of interest exists. If appropriate, the chair will appoint a disinterested party to identify alternatives to the proposed arrangement out of which a conflict arose. If the board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

C. Sample Policies to be Developed

The STRIVE Board of Directors will develop additional policies during the school’s planning year, as referenced in **Attachment 1: Start-Up Plan**. The following chart presents the types of policies the Board will develop.

Board Specific	Ethics	Financial	Personnel and Students	Student-Specific
Attendance Board Giving Chief Executive Compensation Expense Reimbursement Fundraising	Confidentiality Conflict of Interest General Ethics Nepotism	Acceptance of Gifts Borrowing Money Capital Expenditures Check Signing Endowment Funds Investment Risk Management	Grievances Internet Acceptable Use Nondiscrimination Sexual Harassment	Attendance Discipline Dress Code Enrollment Expulsion Promotion Suspension`

Personnel/Human Capital

- Describe the school’s proposed leadership structure, and the school’s plan for recruiting and selecting faculty and other staff.
- Explain the relationship that will exist between the proposed school and its employees, whether the employees will be at-will or whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
 - Attach a copy of the school’s draft personnel policies and draft copy of the employee manual if developed.
 - Will any positions be grant funded? What will be the purpose of these positions and how will they be sustained following the grant period?
 - 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. Note that State law requires full-time charter school staff to participate in insurance and benefits programs “in the same manner as teachers and other full-time permanent employees of the LEA.” T.C.A. § 49-13-119.
 - Describe your strategy, plans and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring appropriately licensed “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
 - Define and elaborate on the draft procedures for hiring and dismissing school personnel, including conducting criminal background checks.
 - Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and provide a draft evaluation instrument for the school leader.
 - Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
 - Attach a copy of the school’s organizational chart and highlight the areas of this organizational structure that relate directly to the school’s vision, mission.

At STRIVE, we know that the quality of a school’s leadership and teachers has a direct and significant – the most significant – impact on student achievement.⁷⁴ Accordingly, we will devote significant time, energy, resources, and strategic thinking into recruiting, hiring, training, supporting, and evaluating our staff. This section presents our leadership structure and staffing plan as well as our plans to recruit and hire top quality teachers and leaders. Our plans to providing training, support, and growth-oriented evaluations are presented in **Professional Development**.

I. Leadership Structure and Staffing Plan at STRIVE

STRIVE’s leadership team will be responsible for the academic, organizational and financial performance of the school. We have designed a collaborative team with clear areas of responsibility to support the implementation and oversight of our program. We intentionally have key leadership positions to guide the mission-aligned components of our program, including our focus on literacy and leadership. The leadership team will be lean in years one and two and strategically grow over the first four years when the school is at capacity.

STRIVE leadership will have at least five years of teaching and leadership experience in urban public schools; a track record of producing dramatic student achievement gains; possess extensive knowledge and experience in curriculum, instruction and assessment; be team-oriented problem solvers; and hold appropriate licensure. The operations leader will have at least three years of experience in business management and operations and, as appropriate, hold a Bachelor’s or Master’s degree. General descriptions of all positions are outlined below.

⁷⁴ Extensive research confirms the impact of teacher effectiveness on student achievement. Two recent studies by respected research organizations continues to confirm this. See *Teachers Matter: Understanding Teachers’ Impact on Student Achievement*. Santa Monica, CA: RAND Corporation, 2012, http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09; See also Measures of Effective Teaching (MET) Projects report *Ensuring Fair and Reliable Measures of Effective Teaching* at http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

- **Executive Director/School Leader**
Due to the small scale of the school in the early years, STRIVE will have one primary School Leader during the first four years of operation. The School Leader will be responsible for all aspects of the school, with a specific focus on organizational and instructional leadership.
- **Director of Operations**
The Director of Operations (DoO) will be a key leadership position at STRIVE. The DoO will be responsible for organizational and administrative aspects of the school, including family communication and support and oversight of transportation, food service, and facility.
- **Literacy Coach**
In year two, STRIVE will hire a full time Literacy Coach. The coach's primary responsibilities will be in instructional leadership, leading intensive training and ongoing professional development in literacy instruction across the school.
- **Dean of Student Supports**
In year three, STRIVE will hire a full time Dean of Student Supports. As described in **Special Populations**, this person will be responsible for overseeing the implementation of our special education program, providing training and support to special education and general education teachers, ensuring STRIVE's compliance with all laws and regulations.
- **Deans of Student Achievement**
Beginning in year three, STRIVE will hire two full time Deans of Student Achievement. To support our academic focus and ambitious achievement goals, the Deans of Student Achievement will provide instructional leadership as well as leadership of our school culture. These will likely be organized by content area, with one focused on math and science and the other on ELA and Social Studies. To support student culture, one Dean will lead the 5 and 6 Grade Level Chairs and the other will lead the 7 and 8 Grade Level Chairs. In addition, they will work together to guide the implementation of the Leadership Seminar, STRIVE values, and discipline systems.
- **School Leader**
In year five, STRIVE will hire a full time School Leader who will become the primary instructional leader of the school. At this point, the school will be well established and the founding School Leader will transition to an Executive Director role and may pursue replication of the model. Having a dedicated School Leader will allow the Executive Director to focus on ways to provide high quality educational options to more families in Nashville.
- **Teachers and Support Staff**
Our staffing plan prioritizes classroom teachers and others who have direct contact with students. As described in Academic Focus and Plan, we will have five core academic teachers per grade level. In grades 5 and 6, we will have two ELA teachers, two math teachers, and one science/social studies, and in grades 7 and 8 we will have two ELA teachers, one math teacher, one science teacher, and one social studies teacher.

STRIVE has updated the start-up plan to bring on the Director of Operations in January 2015 rather than May 2015 to help implement the start-up plan with fidelity. In the original application, there wasn't a detailed delineation of roles between the two, so the descriptions below provide a more detailed description of each position. The School Leader will be the instructional leader and the Director of Operations will be the operations leader. The Director of Operations will report to the School Leader, and will lead and direct day-to-day operations of the school to ensure proper financial and programmatic oversight for the school. STRIVE will contract with EdTec, a reputable back office provider, for financial services, as detailed in **Attachment 10: Budget Narrative**.

School Leader	Director of Operations
<p>Reporting to the Board of Directors, the School Leader is held accountable in regard to all aspects of the school's academic program, financial management, and organizational health. The School Leader is responsible for setting a powerful vision for student achievement based on STRIVE's mission and values and for motivating others to follow that vision. She must strategically implement the school's mission through effective leadership and management of the school's students and staff. The School Leader's leadership will result in an instructional program and school environment that prepares every student for success in college and in life.</p> <p>The School Leader leads, manages and oversees all functions of the school, including the following duties:</p> <p><i>Prove the Possible</i></p> <ul style="list-style-type: none"> • Set and enforce standards for student achievement. • Ensure school meets or exceeds yearly student outcome goals. • Ensure compliance with the school's charter and all relevant law and requirements set forth by the State of Tennessee. • Serve as <i>ex-officio</i> member of the Board of Directors and all Board committees, providing them with the essential data, relevant reports, and information necessary to effectively govern the school in a timely manner. <p><i>Drive Results</i></p> <ul style="list-style-type: none"> • Develop organizational goals and objectives consistent with the vision, mission and values of the school. • Foster a school climate that supports both staff and student success and promotes respect and 	<p>Reporting to the School Leader, the Director of Operations is responsible for setting a powerful vision for operations at STRIVE aligned to the vision, mission and values set by the School Leader. The Director of Operations will lead and direct day-to-day operations of the school to ensure proper financial and programmatic oversight for the school. The Director of Operations leads, manages and oversees all functions related to the operational success of the school, including the following duties:</p> <p><i>Operational Leadership</i></p> <ul style="list-style-type: none"> • Seen as the non-instructional leader in the school and teachers trust that they will get the same answer going to the DoO as the School Leader for all non-instructional questions/issues. • Directly responsible for hiring, managing and developing the Office Manager, interns, and consultants/PT staff as appropriate. • Ensure that the school is in compliance with all programs, including, but not limited to attendance, fiscal policies, and HR policies • Manage up and owns the DoO/School Leader weekly agenda. He/she comes to each meeting with key questions, updates, and items that require joint problem solving. <p><i>Finance/Purchasing</i></p> <ul style="list-style-type: none"> • Meet with School Leader on a monthly basis to review budget to see actual performance year to date and a forecast for the year. • In collaboration with EdTec, manages financial processes, including; managing invoices and assists with monthly reconciliations, coordinate the annual financial review, record and track all income expenses, record all cash receipts, invoiced

<p>appreciation for all students, staff and parents that is aligned with the vision, mission and values of the school.</p> <ul style="list-style-type: none"> • Monitor progress of self, school, and staff using performance management tools. • Manage student recruitment and enrollment process. • Ensure high standards for student behavior, performance, and attendance. • Address any disciplinary issues immediately. • Lead long term strategic planning for the school and medium term process improvement as needed. <p><i>Instructional Leadership</i></p> <ul style="list-style-type: none"> • Manage, evaluate and develop a team of teachers. • Ensure use of effective, research-based teaching methodologies and practices. • Monitor progress of all students. • Lead data-driven discussions about student performance and ensure data drives instruction. • Work with the Literacy Coach, Deans of Student Achievement and teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning. • Keep abreast of successful instructional methodologies and practices. • Ensure consistencies in instruction and practice amongst team of teachers. • Ensure learning environment and classroom instruction maximize student learning. <p><i>Operational Management</i></p> <ul style="list-style-type: none"> • Manage all resources at school. • Oversee facilities maintenance. • Oversee management of school records and resources. • In collaboration with the Director of Operations ensure compliance with funding sources, and other stakeholders. • Ensure compliance of local, state, and federal laws and regulations and court orders. • Ensure the safety and security of all students, staff, visitors, and public and private property. • Approve expenditures. 	<p>for accounts payable, apply for and manage grants, disbursements, guidelines, and reporting, apply for and manage Title I funding, and assist the School Leader with fundraising, etc.</p> <ul style="list-style-type: none"> • Make budget recommendations (i.e. cuts, additions, re-allocations) to ensure resources are always well aligned to the school’s academic priorities. <p><i>Student Info/Data</i></p> <ul style="list-style-type: none"> • Ensure that School Leader, teachers, and staff have the complete & accurate data sets they need to be successful – in promoting great attendance, in minimizing behavioral incidents, in providing a safe learning environment, and in communicating with parents. Including, but not limited to: <ul style="list-style-type: none"> ○ Develops and maintains database (i.e. LiveSchool) for student detention. ○ Ensures that PowerSchool is clean and up to date. ○ Serves as the on-site PowerSchool expert best equipped to train & troubleshoot issues with staff as needed. ○ Coordinates with office manager to ensure that state data is accurately maintained. ○ Creates and maintains system to log cumulative student records (i.e. storage and check-out process). <p><i>Communication (Families & Community)</i></p> <ul style="list-style-type: none"> • Coordinate with Office Manager to manage a parent communication system. • Surveys: Can plan survey timelines, administer surveys to staff, follow-up with staff/parents/students. • After recruitment, DoO serves as the point of contact for enrollment and recruitment questions. <p><i>Field Trips and Events</i></p> <ul style="list-style-type: none"> • In collaboration with the Instructional Leadership Team (School Leader and Deans of Student Achievement) on instructional priorities and non-negotiables, plans from beginning to end the logistics of all off-site field trips (local and out of state), including
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<p><i>Financial Management</i></p> <ul style="list-style-type: none"> • Oversee the school’s finances: managing the budget, financial relationships, and relationships with vendors to ensure fiscal solvency and long-term school level sustainability. • Oversee the implementation of the strategic fundraising plan and help raise private funds. <p><i>Student Recruitment/Enrollment</i></p> <ul style="list-style-type: none"> • Oversee recruitment and enrollment of students (i.e. advertisements, elementary school visits, information/community sessions, lottery, etc.) • Ensure that the school begins the academic year with full classes entering the feeder graders (with full having been defined during the prior year’s budgeting process). <p><i>Lead/Manage People</i></p> <ul style="list-style-type: none"> • Communicate the vision that supports the school’s goals and values. • Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence. • Lead and support the professional development and growth of all teaching and administrative staff throughout the year • Recruit, appoint, support, manage, and evaluate staff (i.e. instructional, operational, and administrative). • Handle all matters regarding employment and dismissal of personnel; salaries and contracts; job assessment and performance management and evaluations; and orientation and professional development • Adhere to STRIVE’s HR policies and state/federal employment laws. • Collaborate with the Grade Level Chair (Year One & Two) and Deans of Student Achievement concerning student achievement, student assessment and student discipline. <p><i>Build Relationships</i></p> <ul style="list-style-type: none"> • Build effective relationships among teachers, parents, and the community to improve student performance. 	<p>scheduling transportation, lodging, extracurricular activities, meals, payment, etc. He/she will also work with Deans of Student Achievements/Grade Level Chairs to create staffing plan, itineraries, contingency plans and handle other non-instructional aspects of field trips.</p> <ul style="list-style-type: none"> • Oversee the logistics of Family Data Days, Performances, Parent Nights, Promotion Ceremony, and other school events. <p><i>Student Testing</i></p> <ul style="list-style-type: none"> • While some coordination with the School Leader and/or teaching staff is often required, DoOs manage the operational logistics of all student test administration, including ordering materials, scheduling, and the distribution of test materials to the classrooms. • Assist with testing and proctoring as needed. <p><i>Facilities/Space</i></p> <ul style="list-style-type: none"> • Manage facilities issues including doing regular walkthroughs and coordinating with custodial staff/vendors on any issues. • Schedules and conducts fire, tornado, lockdown drills, etc. • Coordinate audits with Fire Marshall. • Coordinate relationship with security, law enforcement, and fire officials. • Create, maintain, and distribute up-to-date emergency (fire, tornado, evacuation) plans. • Train staff on emergency plans. • Ensure the facility in general looks the best it can. • Ensure school uniforms, books, materials, furniture, and equipment are properly stored and accessible when needed. <p><i>Information Technology</i></p> <ul style="list-style-type: none"> • Ensure the School Leader & staff have access to the technology they need, serving as a liaison to the IT contractors for technical issues. • Ideally, DoOs can also troubleshoot basic technology problems, and provide training or tips to staff on common technology use. • Work with the School Leader to plan any technology related enhancements or additional purchases for the subsequent school year.
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<ul style="list-style-type: none"> • Develop positive relationships with the local school district, local government, neighboring schools and other stakeholders. • Serve as the school’s spokesperson. • Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the school team and a dedicated role model for other employees. <p><i>Perform other duties as required and assigned</i></p>	<ul style="list-style-type: none"> • Work with the School Leader to manage the quality and accuracy of the school website. <p><i>Food Services/Transportation</i></p> <ul style="list-style-type: none"> • Coordinate student transportation and student breakfast, lunch and snack programs. • Manage relationship with bus vendor. • Develop and maintain system for tracking student bus ridership. • Coordinate bus evacuation drills. <p><i>Human Resources</i></p> <ul style="list-style-type: none"> • Serve as the on-site HR liaison. Working in concert with the School Leader, the DoO will make sure that offer letters are signed & filed, that staff are adequately on-boarded, that contractors/part-time staff are paid, etc. • Work with the School Leader to hold staff accountable for certification. This includes providing reminders and updates to the School Leader.
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Office Manager
<p>The Office Manager will report directly to the Director of Operations. The Office Manager ensures the efficient operation of the school’s main office and work with members of the leadership team to ensure the success of the school.</p> <p>The Office Manager’s primary duties include:</p> <p><i>Main Office & Equipment</i></p> <ul style="list-style-type: none"> • Ensure that the front office space is adequately decorated and organized, greet parents and visitors to the school, and maintain school safety. • Perform clerical duties, including data entry, mail correspondence, office supply inventory, and answering phones. • Ensure that school’s copier machines, fax, & phones are always in working order, that clear instructions for operating this equipment (particularly copy machines) are readily available and that mechanical problems are dealt with immediately when/if they arise. <p><i>Drive Results</i></p> <ul style="list-style-type: none"> • Ensure school/staff/students always have the materials they need. Regularly used supplies are identified and replenished without staff request; essential supplies are never missing. • Prior to the beginning of the school year, proactively reach out to the School Leader for planning sessions, place orders well in advance, and ensure school is fully stocked and set up by the first day of classes. • Establish clear systems for staff to request items and then work to fulfill all standard requests in 24-48 hours. <p><i>Student Info/Data</i></p> <ul style="list-style-type: none"> • Produce basic data such as student attendance by grade on a daily basis and other ad-hoc reports at the request of the School Leader.

- Work in conjunction with School Leader/Deans of Student Achievement on report cards/progress reports/transcripts and to create a project calendar/map that delivers these reports on time based on instructional timelines.
- Serve as liaison between school leadership so that the appearance and information on Progress Reports/Report Cards/Transcripts satisfies school expectations based on unique needs.

Communication & Events (Parent & Community)

- Contact parents regarding absences, missing assignments, teacher concerns, or student illness.
- Parent Letters: Coordinate, solicit, compile contributions; format and distribute parent letters.
- Visitors/Community Partners: Act as a point person in coordination with Director of Operations for hosting visitors for school tours.
- Weekly Notes: Assist with regular staff memos.
- Collaborate with community partners to provide translation services for communication with families.
- Work in collaboration with the Director of Operations & Instructional Team to plan the logistics of Family Data Days, Performances, Parent Nights, Promotion Ceremony, and other school events.

School Operations

Work in collaboration with the DoO on the following:

- Operational logistics of student testing.
- Maintenance of school's facilities & materials.
- Maintenance of food and transportation services.

Staff Culture/Joy Factor

- Help with staff appreciation/joy factor (e.g. ordering food for professional development sessions, cakes for birthdays, token gifts for holidays, rallying resources for a staff benefit, etc.)
- Assisting the School Leader, and members of the leadership team, as directed.

In addition, STRIVE will utilize an Special Education Instructional Specialist in our first year who will provide services to students with IEPs, work with teachers and students, providing direct service and training, to support our approach to differentiated, personalized learning and embedded supports. Beginning in year two (and explained in **Special Populations**), STRIVE will increase our instructional specialist staffing, adding a teacher each year, to provide services to special education students in our inclusion and extension/support classes. STRIVE will also have fitness and electives teachers who will be responsible for implementing the fitness block and our electives program.

In addition to these teaching staff, STRIVE will utilize Teaching Fellows to support implementation of our program and emphasis on personalized learning as well as to assist with teacher recruitment and training. Teaching Fellows will be passionate, intelligent, hard-working individuals who aspire to be certified teachers and are committed to certification within one year. While the ideal candidate will have a Bachelor's degree, there will also be some strong candidates who may not yet have received their degree. We do not expect or anticipate that the Teaching Fellows will have teaching experience; we do anticipate that they will be able to provide significant support to both lead teachers and students because we will be providing extensive training throughout the year. Based on similar successful models the founder has implemented at previous schools, STRIVE will have Teaching Fellows who will: work alongside core academic teachers in the classroom; provide small group instruction; teach in the Integrated Tutorial Block; teach and assist

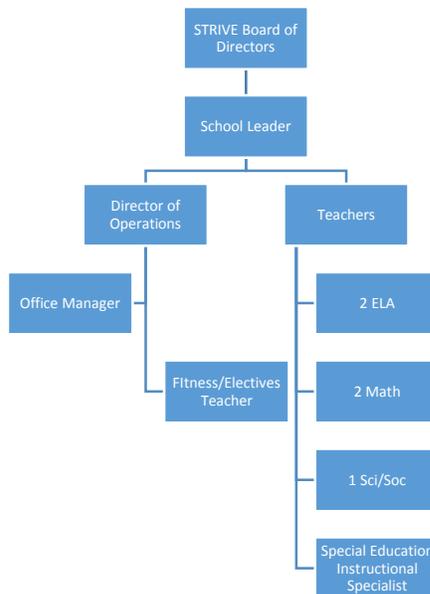
in Electives; and provide after school support as needed. We anticipate that Fellows will be on a career path to becoming full time teachers, but still be acquiring appropriate credentials. A year as a full time Teaching Fellow is an opportunity to have hands-on teaching experience and training in STRIVE’s model, making them excellent candidates for core academic teachers in the following year. Overall, the work of the Teaching Fellow makes the job of the lead teacher more sustainable and allows the school to train teachers in a hands-on, entirely relevant manner that is fully aligned with our mission. By “growing our own” in this way, we build our applicant pool and strengthen our implementation of the program.

Finally, STRIVE will have an Office Manager (two in year four) who will be responsible for handling day to day administrative tasks, be the first point of contact for parents and community members contacting or visiting the school, serve as the registrar helping maintain student records and registering new students, receive invoices, order supplies, and collect and maintain some human resources documentation, and assist the Director of Operations with student recruitment.

The following is STRIVE’s proposed staffing chart for the first five years of operation:

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director/School Leader	1	1	1	1	1
Director of Operations	1	1	1	1	1
School Leader	0	0	0	0	1
Dean of Student Achievement	0	0	2	2	2
Literacy Coach	0	1	1	1	1
Dean of Student Supports	0	0	1	1	1
Classroom Teachers (core subjects)	5	10	15	20	20
Special Education Instructional Specialist	1	2	3	4	4
Teaching Fellow	0	2	3	4	4
Fitness/Electives	0	.5	1.5	1.5	1.5
Office Manager	1	1	1	2	2

STRIVE Organizational Chart, Year 1



In the organizational chart above for **Y1**, there are 10 team members in the first year of operation. STRIVE Collegiate Academy will start Y1 with two administrators: The School Leader and the Director of Operations. There will be five core teachers within the first year to serve the fifth grade class. To support our two pillars of literacy and leadership, one of the core teachers will serve as the grade level chair and will help drive our school-wide pillar around leadership, and both of the ELA teachers will be ELL-certified or will go through the certification process within the first year to help drive our school-wide pillar around literacy. We will also have a Special Education Instructional Specialist and a Fitness/Electives teacher (an addition from the original application). We will have an Office Manager who will be managed by the Director of Operations. The School Leader will support the core subject-area teachers and the Special Education Instructional Specialist, and the Director of Operations will support the Office Manager and the Fitness/Electives teacher. We are planning to hire either a full-time fitness/electives teacher or two part-time individuals where one will teach fitness and the other will oversee the electives block. In his book, *Leverage Leadership*⁷⁵, Paul Bambrick discusses an effective distributed load among leaders. He took a poll among leaders in eight urban districts and found the ratio of total teachers to total school leaders was never greater than 12:1. In his work, he found that the ratio can be up to 15:1 and still ensure quality teaching and learning support for teachers. In the first year at STRIVE, the School Leader will have a caseload of approximately 1:8 and in year 2 it will reach approximately 1:15. Here's how this would look:

Leader's Actions	Time Allocation
Typical teacher-to-leader load (based on year 2 ratio):	15 teachers per leader
One classroom observation per week	15 minutes
Total minutes of observation per week	15 teacher x 15 minutes = 225 minutes = 3.75 hours
One feedback and planning meeting	30 minutes
Total minutes of feedback and planning meetings	15 teachers x 30 minutes = 7.5 hours
Total hours devoted to teacher observation and feedback	4 hours of observation + 7.5 hours of feedback and planning meetings = 11.5 hours
Percentage of a leader's time (assuming a 7:00 a.m.-4:00p.m. school day)	25 percent

The School Leader's schedule below includes more than 15 minutes of classroom observation.

Making It All Happen: Sample Leader Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:15	Lead T Meeting	Lead T Meeting	Lead T Meeting	Lead T Meeting	Lead T Meeting
7:15-7:30	Greet Students	Greet Students	Greet Students	Greet Students (TT)	Greet Students (FF)
7:30-8:00	Homeroom Walkthrough	Homeroom Walkthrough	Homeroom Walkthrough	Homeroom Walkthrough (TT)	Homeroom Walkthrough (FF)

⁷⁵ Bambrick-Santoyo, P. 2012. *Leverage Leadership*. San Francisco: Jossey-Bass.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Lead Community Meeting	Observe I STRIVE	Observe I STRIVE	Observe I STRIVE/ Third Thursdays (TT)	Observe I STRIVE/ First Fridays (FF)
8:30-9:15	Observe/Execute Guided Reading or Literature Circle	Observe/Execute Guided Reading or Literature Circle	Observe/Execute Guided Reading or Literature Circle	Observe/Execute Guided Reading or Literature Circle	Observe/Execute Guided Reading or Literature Circle
9:15-9:30	Observe ELA 1			One-on-One with Fitness Teacher	Principal/Regional Planning Time
9:30-9:45		Observe Math 2	Observe Fitness		
9:45-10:00					
10:00 - 10:15	Observe ELA 2		Observe Fitness	Observe Science/S.S.	
10:15 - 10:30		Observe Office Manager O3			
10:30 - 10:45			One-on-One with Math 2	Observe Special Education	
10:45 - 11:00	Leadership Team: One-on-One with Director of Operations	One-on-One with ELA 1			
11:00 - 11:15			PD Prep		
11:15 - 11:30					Observe Science/S.S.
11:30 - 11:45		Observe Math 1	Lunch Duty		One-on-One with Special Education
11:45 - 12:00	Observe ELA 1				
12:00 - 12:15			Observe Fitness		
12:15 - 12:30	Lunch Duty	Lunch Duty		Observe Science/S.S.	Lunch Duty
12:30 - 12:45			One-on-One with Math 1		
12:45 - 1:00				Lunch Duty	

	Monday	Tuesday	Wednesday	Thursday	Friday
1:00-1:15			Observe Fitness		
1:15-1:30	PD Planning	One-on-One with ELA 2	Dismissal	Observe Science/S.S.	
1:30-1:45					
1:45-2:00		Observe Math 1	Professional Development until 5:00/ Wellness Wednesday (Recovery & Renewal Time)	Observe Special Education	
2:00-2:15	Observe ELA 2				
2:15-2:30		Observe Math 2			One-on-One with Science/S.S.
2:30-2:45					
2:45-3:20	Electives Walk-Through Observation	Electives Walk-Through Observation		Electives Walk-Through Observation	Observe Grade Level Community Meetings
3:25-4:10	Integrated Tutorial Block	Integrated Tutorial Block		Integrated Tutorial Block	
4:15	Dismissal	Dismissal		Dismissal	Dismissal

The sample Teacher Schedule below gives an overview of how teachers will spend their time throughout the day and is aligned to the School Leader's schedule above. All teachers are on duty during the ITB block, which allows for around 17 students per class. This allows teacher to individualized groups more effectively.

5th & 6th Grade Teachers

	English 1	English 2	Math 1	Math 2	S.S./Science	Fitness/Electives	Special Education
7:00-7:15	T Meeting						
7:15-7:30	Student Arrival						
7:30-8:00	Breakfast and Homeroom						
8:00-8:30	MM/I-STRIVE						
8:30-8:45	Guided Reading/Literature Circles						
8:45-9:00							
9:00-9:15							
9:15-9:30			Planning	Mathematics	Science/S.S.	Literacy Support	Push-In Support

	English 1	English 2	Math 1	Math 2	S.S./Science	Fitness/Electives	Special Education		
9:30-9:45	ELA: Reading & Writing	ELA: Reading & Writing							
9:45-10:00									
10:00-10:15									
10:15-10:30								Planning	Fitness
10:30-10:45									
10:45-11:00	ELA: Reading & Writing	Planning	Mathematics	Planning	Science/S.S.	Fitness	Planning		
11:00-11:15									
11:15-11:30						Planning		Lunch/Recess	
11:30-11:45									
11:45-12:00						Lunch		Fitness	
12:00-12:15									
12:15-12:30									
12:30-12:35	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Science/S.S.	Literacy Support	Planning		
12:35-12:40									

	English 1	English 2	Math 1	Math 2	S.S./Science	Fitness/Electives	Special Education	
12:45								
12:45-1:00								
1:00-1:15								
1:15-1:30	Planning	ELA: Reading & Writing	Mathematics	Mathematics	Science/S.S.	Push-In/Resource Support		
1:30-1:45								
1:45-2:00								Planning
2:00-2:15					Planning			Fitness
2:15-2:30								
2:30-2:45								
2:45-3:20	Electives	Electives	Electives	Electives	Electives	Electives		
3:25-4:10	Integrated Tutorial Block							
4:15	Dismissal							

7th & 8th Grade Teachers

	English 1	English 2	Math	Social Studies	Science	Fitness/Electives	Special Education
7:00-7:15	T Meeting						
7:15-7:30	Student Arrival						
7:30-8:00	Breakfast and Homeroom						
8:00-8:30	MM/I-STRIVE						
8:30-8:45	Guided Reading/Literature Circles						
8:45-9:00							

	English 1	English 2	Math	Social Studies	Science	Fitness/ Electives	Special Education
9:00-9:15							
9:15-9:30	ELA: Reading & Writing	Planning	Mathematics	Social Studies	Science	Literacy Support/ Planning	Push-In, Pull-Out, & Resource Support
9:30-9:45							
9:45-10:00							
10:00-10:15		ELA: Reading & Writing	Mathematics	Planning	Planning	Fitness	
10:15-10:30							
10:30-10:45							
10:45-11:00	ELA: Reading & Writing	Planning	Social Studies	Science	Fitness	Planning	
11:00-11:15							
11:15-11:30							
11:30-11:45							
11:45-12:00	Lunch	Lunch	Lunch	Lunch	Literacy Support	Lunch	
12:00-12:15							
12:15-12:30							
12:30-12:45							
12:45-1:00	Planning	ELA: Reading & Writing	Mathematics	Social Studies	Planning	Push-In, Pull-Out, & Resource Support	
1:00-1:15					Science		
1:15-1:30							

	English 1	English 2	Math	Social Studies	Science	Fitness/ Electives	Special Education
1:30-1:45				Planning			
1:45-2:00			Mathematics		Planning		
2:00-2:15				Social Studies	Science		
2:15-2:30		Planning				Fitness	
2:30-2:45							
2:45-3:20	Electives						
3:25-4:10	Integrated Tutorial Block						
4:15	Dismissal						

A. Relationship between STRIVE and Employees

All employees at STRIVE will be at-will employees. Employees will sign a one-year letter of agreement with the School Leader that will outline STRIVE’s expectations, the primary responsibilities of the position, and salary and benefits. All personnel and staffing policies will be articulated in the STRIVE Collegiate Academy Staff Handbook, which will be developed during the school’s planning year.

B. Compensation: Salary Ranges and Benefits

All salaries will be paid by the per pupil funding and other public monies that STRIVE receives. We do not anticipate that any salaries will be grant funded, with the exception of the proposed School Leader during the planning year, whose salary will be supported by the Tennessee Charter School Center. Salary increases will be tied to teacher and student performance metrics. We will also offer benefits to all full-time employees, including health and dental insurance, medical and flexible spending accounts and retirement planning opportunities.

Compensation for leadership and teachers will be based on their performance according to the TEAM rubrics. We anticipate that those meeting expectations will receive a salary increase; those who are performing just below expectations will receive additional support to improve their performance the following year; and those whose performance is significantly below expectations will not be rehired.

II. Recruiting/Hiring High Quality, Results-Oriented Leaders and Teachers

We believe that high-performing leaders and teachers will be attracted to STRIVE’s proven practices, our intentional focus on literacy and leadership, and our collaborative, professional culture focused on growth. We will also provide competitive salary and benefits to attract high quality leaders and teachers. We believe that educators will stay at STRIVE because of their commitment to our mission, their dedication to our students, the intensive coaching to improve their craft and the support and guidance they receive from colleagues and leaders. In addition to leadership opportunities, such as becoming a

grade level chair or a content area leader, teachers will participate in intensive instructional coaching that will allow them to become amazing teachers who produce results.

To be hired, leaders and teachers will demonstrate alignment with our mission and a belief that all students, regardless of skill-level or circumstance, can achieve at the highest levels. They will: have a strong track record of student performance and growth; have command of their subject matter; be team players; and have strong people skills and the talent to build relationships with students and their families. All teachers will possess appropriate degrees and certifications.

The proposed School Leader has already begun recruiting potential leaders and teachers and will continue to do so upon approval of the charter in the summer of 2014. As detailed in our start-up plan, our goal is to hire the Director of Operations (DoO) by June of 2015. The School Leader will utilize her professional network in Nashville supported by the Tennessee Charter School Center, her national network through KIPP and other high performing networks as well as established organizations like the Nashville Teaching Fellows and Teach for America. STRIVE will also utilize career fairs and local colleges to identify teachers, and we will also post job openings in the newspaper, through professional networks, and online through the STRIVE and TCSC websites. The hiring process will be led by the School Leader, and supported by board members.

Our rigorous hiring process includes the following steps:

- Completion of application: résumé, cover letter, writing sample
- Application screening
- Phone screening
- Lesson Planning Review (Pre-sample lesson)
- On-site interview
 - A one-on-one interview
 - A demonstration lesson (will leverage other charters to allow our candidates to teach a sample lesson)
 - A written activity in which the candidate reviews student performance data to identify trends and develop an action plan
 - An observation and critique of a videotaped sample lesson (if demonstration lesson is not possible)
- Verification of credentials (transcripts) to ensure highly qualified status, state and federal background checks
- Reference checks
- Offer of employment

III. Supporting, and Developing, and Evaluating the School Leader

STRIVE's proposed School Leader is LaKendra Butler, a proven educational leader with a track record of producing student achievement results with a background in teaching and leading a school in the Dallas area that served a similar student population as in the McGavock cluster (see **Operations Capacity** for additional detail on Ms. Butler's results). The School Leader will be supported, developed and evaluated by the full Board of Directors on an annual basis. The process is detailed above in **Governance**. See **Attachment 19** for a draft of STRIVE School Leader competencies.

IV. Addressing Unsatisfactory Performance

Our ongoing processes for observation, feedback and support will identify school personnel who are struggling. (These processes are detailed in Professional Development.) When employees are not meeting expectations, they will receive verbal feedback about the performance concerns from the School Leader (or the Dean of Student Achievement, when the school is at capacity) and have a formal meeting with their direct supervisor to discuss and document the performance challenges. The School Leader and the teacher will develop a professional improvement plan that will outline measurable targets for improvement. The teacher will receive additional guidance and support to improve, such as frequent in-class observations and/or planning support by the School Leader, Deans of Student Achievement, and/or Literacy Coach. If after one month, performance remains unsatisfactory, the employee will be placed on a one-month probation. Intensive support, including co-planning, modeling and coaching aligned with the targeted areas of improvement, will be provided during this time. If, after this additional month, performance remains unsatisfactory, the employee will be dismissed by the School Leader.

V. Organizational Chart

See **Attachment 2** for STRIVE's **Organizational Chart** that shows the school's governance and staffing structure. It also includes a description of how the structure relates to STRIVE's vision and mission.

Professional Development

Describe the proposed school’s professional development plan and opportunities and how they relate to the chosen academic focus and plan. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effectively employees

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.
- Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.
- Describe the expected number of days and hours for professional development throughout the school year and explain how the 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.
- Describe how the school’s culture and leadership team will support professional growth.
- Describe the plan to cultivate future leadership capacity
- Explain how the school’s staff will demonstrate a spirit of collaboration to share innovative practices across the entire district
- Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.
- Detail who is involved in the evaluation process, how constructive feedback will be provided and how often.

I. Professional Development at STRIVE

Support and development for teachers and leaders at STRIVE will be ongoing, intense, and results-oriented. We believe that effective professional development is not a set of workshops or training sessions; we believe that effective professional development is grounded in a growth oriented professional culture and embedded in the work that teachers and leaders do every day in the school. At STRIVE, professional development will be a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement.”⁷⁶ Further, all professional development sessions, systems, structures, and personnel at STRIVE will be aligned to our school goals, and we will continually evaluate the effectiveness of our professional development program in improving teaching and supporting student achievement.

STRIVE’s professional development is also informed by the approach to performance management embraced by many high performing charter networks and modeled in part on the business world. Some hallmarks of this approach include high quality “front line managers,” setting clear expectations, providing resources, observing and documenting individual’s performance, providing feedback and coaching, and ultimately evaluating performance.⁷⁷

With a strong performance management system, we will develop our existing leaders and cultivate teachers aspiring towards leadership every single day. We will do this by setting performance goals with individual teachers and leaders, helping them articulate strengths and areas where they want to grow, regularly observing them, giving them feedback and providing coaching. In the book, *First, Break All the Rules*, Buckingham and Coffman talk about four keys to great managers.⁷⁸ The first is how we hire people, which includes selecting for talent, not simply experience, intelligence or determination. The second is setting

⁷⁶ National Staff Development Council. (2009). *Definition of professional development.*, 2011, from <http://www.learningforward.org/standfor/definition.cfm>

⁷⁷ Performance Management has become a common term in education reform that emphasizes a results-oriented approach to schooling. The model we will implement at STRIVE is modeled on the work of the KIPP Foundation and Buckingham and Coffman’s work *First, Break All the Rules*.

⁷⁸ Buckingham & Coffman. *First, Break All the Rules*. New York: Simon & Schuster. 1999

expectations and defining the right OUTCOMES, rather than the right steps. We have to have a vision (setting expectations & goals) of where we are trying to go. The third is motivating people by focusing on STRENGTHS, not weaknesses. The fourth is developing people by finding the right fit and not just the next rung on the ladder. In an effort to develop great people using the four keys as a guide, STRIVE Collegiate Academy will utilize the Performance Management Framework, which is adapted from Manager Tools & KIPP. At SCA, Performance Management is the heart of how we support and coach our teachers & teams to excellence. Performance management helps:

- Focus the team on results day-to-day.
- Ensure clarity of expectations and goals.
- Ensure that individual staff members receive regular, clear communication about how they are performing and how they can improve.
- Leaders keep a pulse on how teammates are working and growing.
- And, performance management offers enduring systems and tools for getting better every day.

Performance Management⁷⁹ is a continuous cycle of...



<u>Practices in Cycle</u>	<u>Purpose</u>
<i>Setting Expectations & Goals</i>	<i>Establish annual school & team goals</i>
	<ul style="list-style-type: none"> • Determine the most important outcomes at the school & team level for the year. Clarify key strategies and owners for achieving those goals.
	<i>Set individual performance/developmental goals</i>
	<ul style="list-style-type: none"> • Ensure individual knows what the job entails and specifically what outcomes he/she must produce, by when to be successful. • Clarify alignment and contribution to the school or team goals. • Clarify key strategies that individuals will take to achieve goals.
	<i>Establish Individual Development Plans (IDPs)</i>
	<ul style="list-style-type: none"> • Ensures individuals and their managers are focused on individual growth in alignment with performance and aspirations.
	<i>Clarify behavioral expectations</i>

⁷⁹ The Performance Management system, based on *Manager Tools* was created to develop and coach leaders and their teams.

<u>Practices in Cycle</u>	<u>Purpose</u>
	<ul style="list-style-type: none"> Ensure individuals understand what behaviors will contribute to successful outcomes. Examples of how we will communicate these expectations: by teaching and then daily reinforcing behavioral descriptions of values; operating norms, procedures, and routines; competency models and teacher rubrics; handbooks, etc.
<i>Providing Resources</i>	<ul style="list-style-type: none"> Leader allocates the money, materials, time, skills, professional development needed to achieve goals in alignment with performance and aspirations.
<i>Observing and documenting performance</i>	<ul style="list-style-type: none"> Enables leaders to provide feedback and coaching that lead to improvement. Enables leaders to recognize trends in performance over time.
<i>Providing feedback and coaching</i>	<i>One-on-Ones</i> <ul style="list-style-type: none"> Enable leaders to build relationships and trust, communicate with staff, hold staff accountable to performance goals, provide feedback, coach and develop staff.
	<i>Goal Check-ins (often quarterly)</i> <ul style="list-style-type: none"> Leaders have time with each staff member quarterly dedicated to doing a detailed status check on performance goals and development plans, to giving feedback and coaching.
<i>Evaluating performance</i>	<i>Mid- and end-of-year</i> Formal opportunity to provide clear feedback on the individual’s performance and behaviors. Change to clarify expectations, motivate, re-set strategies for achieving goals and development plans.
	<i>360 Survey</i> This is for the Executive Director/School Leader. Provide developmental feedback to spur individual growth.
	<i>Q12 Survey, School-based Teacher, Leader, School-Wide Surveys</i> Provide a pulse to leadership on staff engagement. Provide a pulse to leadership on overall school health, include staff engagement, student and parent satisfaction.

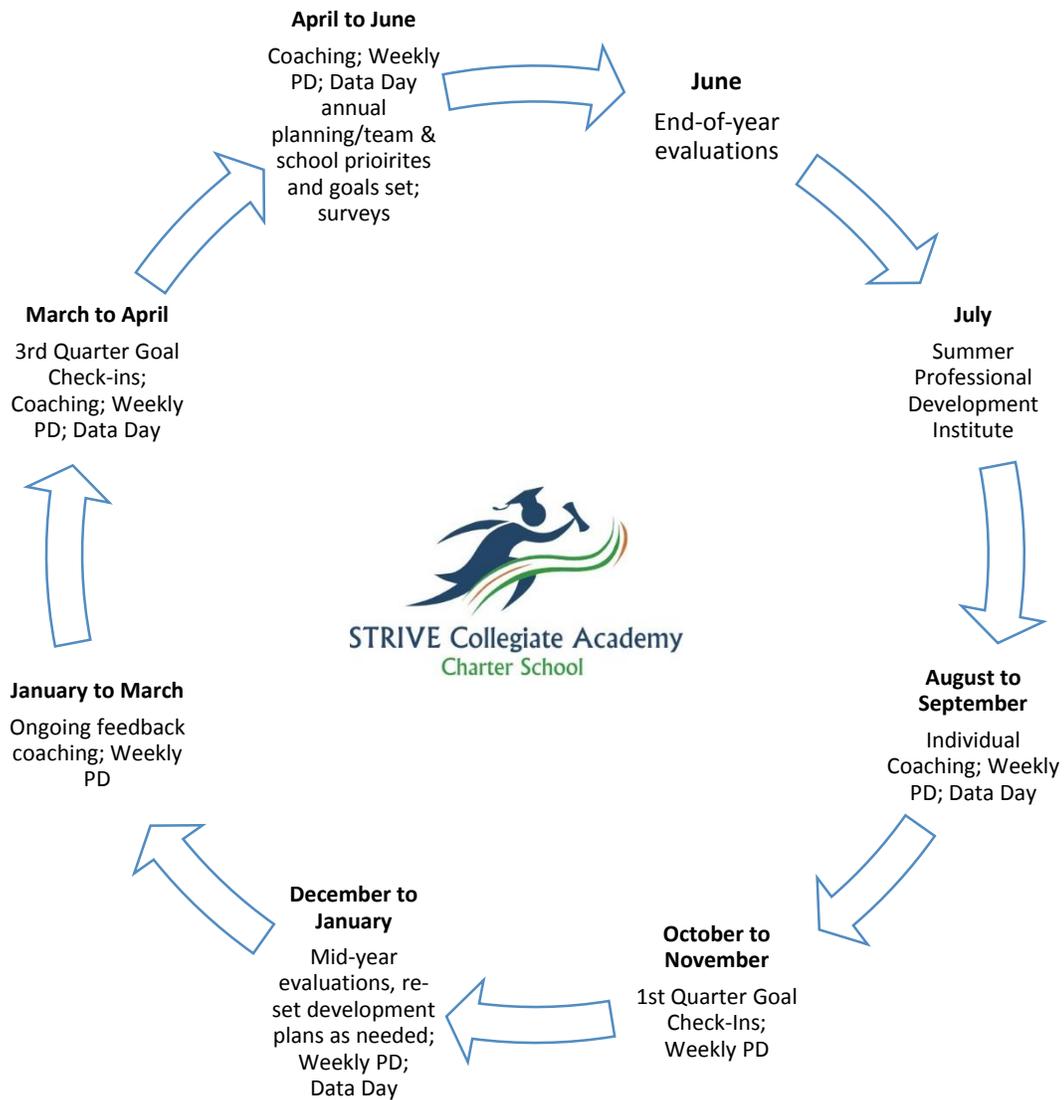
The leadership team, most specifically the School Leader with support from the Literacy Coach and Deans of Student Achievement, will be responsible for designing and implementing professional development at STRIVE. Designing and carrying out intensive and sustained professional development aligned to our instructional vision and that is responsive to teacher needs and student data is a significant component of the School Leader’s role. As the school expands to full enrollment, she will intentionally build capacity in the growing leadership team to ensure their effective implementation of STRIVE’s instructional leadership and professional development systems.

II. Core Components of STRIVE’s Professional Development Program

The following are the core components of our comprehensive professional development program. Together, these components will support effective implementation of the STRIVE model by providing explicit, ongoing training and support in all aspects of curriculum, instruction, assessment, culture, and leadership. The intentional balance of whole group, collaborative team time and individual coaching is designed to meet each teacher’s needs and ensure strong student performance. The visual overview demonstrates the ongoing approach and significant amount of time we will dedicate to professional development. Given the evidence regarding the effectiveness of providing effective professional

development with student achievement (discussed below) and teacher satisfaction and retention (see later in this section and Academic Focus and Plan for further discussion), we believe our approach to supporting teachers and offering rich professional growth will not only support our student’s success and achievement but it will also be an effective recruiting tool for high quality teachers.

Annual Professional Development Overview



A. Goal Setting and Individual Development Plans

Our school-wide achievement goals (see Performance Standards) will drive all aspects of the program at STRIVE, including professional development. During our summer professional development time, we will drill down from these school-wide goals. In this process, each teacher will work with school leadership to develop grade level, content area, and homeroom level goals that align to the school-wide goals. These performance goals will be documented in teacher’s Individual Develop Plan (IDP) and inform the ongoing coaching teachers receive as well as their mid- and end-year evaluations. In addition to these goals, teachers will work with leadership to develop personal goals. These will be a combination of areas for improvement identified by leadership (e.g., rigorous questioning, classroom management) and personal areas of growth

identified by teachers in collaboration with leadership (e.g., pursuing additional training/study in literacy instruction, or another continuing education opportunity). See **Attachment 20** for a sample IDP template.

B. Summer Professional Development Institute

STRIVE's intensive and annual summer staff training will take place each year prior to the start of the school year and will be led by the School Leader in year one, and the leadership team in subsequent years. Major topics addressed during STRIVE Summer Professional Development include planning and preparation for effective implementation of each of our academic and cultural program elements and are described below. During this time, teachers will receive training on foundational teaching tools and the culture and expectations of STRIVE Collegiate. They will work together in instructional planning, building on the curriculum guides to create classroom assessments, units, and daily/weekly plans. They will also work together in developing, refining, and practicing systems and structures before students enter the school building – classroom routines, transitions and hallway expectations. Training will be from 8:00 a.m. – 4:00 p.m. each day for 15 days and, then 1:00-4:00 p.m. each day during Summer Leadership Academy. Foundational readings will include *The Together Teacher*, *Courageous Conversations about Race*, *How Children Succeed*, *Reading for Life*, excerpts from *Teach Like a Champion* and *Driven by Data*, and *The Organized Student*. We will also provide teachers with a detailed Handbook that will outline instructional and cultural expectations at STRIVE. The primary components of the Summer Professional Development Institute are the following.

- **STRIVE Mission, Vision.** As the foundation of our school, STRIVE's mission and vision guides all of our goals, programs, and decisions at the school. We will ensure that all of our teachers are fully grounded in and committed to STRIVE's mission at the outset of training each year.
- **Adult Culture and Teams.** We will take time to intentionally build our adult culture at STRIVE. By establishing clear norms, expectations, roles and responsibilities, our teachers and grade level teams will build a professional environment built on trust, open communication, and collective responsibility.
- **School and Individual Goals.** As described above, we will present STRIVE's school goals at the beginning of each year and engage with teachers individually to establish their performance-based and professional goals.
- **Curriculum Development.** Teachers will receive curriculum guides to develop lesson plans and unit assessments. Leadership will work with teachers to guide their instructional planning and review and provide feedback on draft plans.
- **Assessment and Data Analysis.** We will train teachers in effective administration of the MAP, F&P, and interim assessments. Beyond administration, we will have a key focus on data analysis. This critical training is described fully in **Assessment**.
- **Excellent Instruction.** This will include training, modeling, and practice in our specific instructional strategies of gradual release, differentiation, and common instructional routines. Through videos, sample lessons, and feedback, all teachers will develop a common understanding of high quality instruction at STRIVE.
- **Literacy Instruction.** As a key component of our program, we will spend time to make sure teachers are effective teachers of literacy. Through training from external experts and school leadership, designing and practicing delivering workshop and Guided Reading lessons, we will support teachers' consistency and quality in literacy instruction.

- **RTI.** School leadership will provide training in our RTI framework, ensuring teachers understand our tiered approach, all of the supports in the tiers, how students move along the continuum, and how we monitor their progress on a regular basis. We will underscore the idea that the purpose of our RTI framework, systems, and tools is to meet the individual needs of all of our students.
- **Students in Special Education and the ELL Program.** Teachers will participate in training providing appropriate modifications and accommodations for students in special education, review the IEPs for students in their grade level, and work with the Instructional Specialist at their grade level to plan instruction that supports students with special needs. We will also provide training in sheltered English instruction using the SIOP model so teachers can effectively support our ELL students in the classroom.
- **Leadership Development.** Based on the curriculum map and grade level scope and sequence, teachers will engage in collaborative planning to detail specific units and lessons for the Leadership Seminar. We will also train teachers in the implementation of STRIVE’s Personalized Learning Profiles and how to support students in homeroom/advisory.
- **School Culture.** We will spend time to teach, practice, and provide feedback on our cultural routines and systems that will support our culture of achievement. This will include topics such as common classroom management routines, the paycheck system, STRIVE curricular connections, and planning for community meetings. In addition, teachers will participate in trainings around engaging effectively with families through our school structures, such as Family Data Day, and on an ongoing basis.
- **McGavock community.** In order to best serve the McGavock community, STRIVE teachers and leaders need to know and be a part of it. We will spend time in the community, working with community partners and beginning home visits to begin relationship building. We will also hold our annual Open House/Community Barbecue.
- **Operations.** We will ensure that teachers can execute all operational routines, such as breakfast/lunch, arrival/dismissal, to ensure smooth and efficient transitions and a focused school culture. In addition, we will review personnel policies and related HR issues.
- **Technology.** We will provide teachers with training to ensure their effective use of STRIVE’s technology tools and platforms. This includes PowerSchool, LiveSchool, and student software as well as teacher laptops.

C. Intensive Professional Development During the School Year

We continue this intensive approach to professional development during the school year to ensure all of our teachers deliver high quality instruction and implement our model effectively. Our school design includes extensive dedicated time for professional development, ongoing coaching, collaborative meeting time, and data analysis sessions because we know, from research and experience, that effectively-designed, ongoing training for teachers promotes student achievement gains. A recent meta-analysis study entitled, *Effects of Teacher Professional Development on Student Achievement Gains*, found significant effects of teacher development on improving student achievement. Additionally, the study found that effective professional development programs include specific elements: a focus on content learning as well as pedagogy; follow-up with implementation; support from colleagues; and extensive duration and contact

time.⁸⁰ STRIVE’s professional development program during the school year aligns with these findings, as described below.

1. Weekly Professional Development on Wednesdays

Formal professional development will occur on Wednesday afternoons. With roughly 31 Wednesday sessions, which accounts for our Wellness Wednesdays when teachers are free in the afternoon, provides about 93 hours of sustained professional development time. Topics for this weekly, job-embedded PD sessions will be aligned to our instructional design and include ongoing training on key topics, such as the following.

- a. **High quality instruction.** Wednesday’s will regularly address instructional needs identified from student data and classroom observations: what is working well in STRIVE classrooms that we can share? What is a growth area for all of us? These sessions might focus on effective implementation of Readers/Writers Workshop, Guided Reading, differentiated instruction, and literacy across content areas, among others, depending on teachers’ needs. Grounded in effective strategies for adult learning, our PD sessions will be active and grounded in teachers’ classroom practice. For example, teachers might watch a clip of the School Leader or Literacy Coach modeling effective questioning during Guided Reading. Then, teachers and leadership would analyze the lesson together and then work collaboratively to apply the learning by scripting questions for their own lessons. In another example, a teacher leader might give a brief presentation on how s/he differentiates writing instruction during workshop conferences, and then teachers in all content areas would design writing prompts and map out their approach to teaching them, incorporating the teacher’s practices. Follow-up observations (described below in Ongoing Coaching) will align to the training, providing additional guidance to individual teachers based on need to ensure effective implementation of professional learning.
- b. **Data analysis.** As the school grows, we will build on our individual data meeting structure and also hold data sessions during our weekly professional development sessions. During these sessions, teacher will analyze assessment results in teams and individually, and develop re-teaching plans using a school-wide action planning template (see **Assessment** for schedule and content of these sessions). In addition, individual student needs will be determined; teachers, in grade-level teams, will identify students for appropriate supports in the Tiers based on identified need.
- c. **STRIVE’s culture of achievement.** Wednesday’s sessions will also be designed to support and sustain STRIVE’s culture. The format of these sessions will be similar to those described above, and may focus on effective use of *Champion* teaching strategies or incorporating STRIVE values into lessons. Of critical importance will be our ongoing support for the I STRIVE leadership development seminar, including guiding students’

⁸⁰ Blank, R. K., & de las Alas, N. *Effects of teacher professional development on gains in student achievement: How meta analysis provides scientific evidence useful to education leaders*. Washington, D. C.: Council of Chief State School Officers. 2009.

work with their personalized learning profiles. Accordingly, we will set aside time for teachers and leaders to collaboratively develop leadership lessons and learning activities and refine our systems to implement the profiles.

2. Ongoing Coaching

We believe that providing teachers with ongoing and intensive instructional coaching is a significant lever in supporting teacher growth and effectiveness and ultimately student achievement. STRIVE's approach to coaching will align to the observation and feedback cycle outlined by Paul Bambrick-Santoyo in his book *Leverage Leadership*. This approach allows for direct, and differentiated professional support that has proven to promote high quality teaching.

The School Leader will establish a cycle that consists of scheduled observations, identifying key action steps, one-on-one meetings focused on providing effective feedback and ensuring feedback leads to improved classroom practice. While this work is time-consuming, we believe it is some of the most important work school leadership does. In this model, observations and feedback meetings will be hard-scheduled and include weekly, shorter observations with a follow-up face-to-face meeting in which leadership provides feedback and assists in translating the feedback into next steps in the classroom. Leaders will maintain an observation tracker that will help organize and document the cycle of observation and feedback. In a spreadsheet, the tracker will include a tab for each teacher (with observation dates, feedback provided, change from previous observation and notes), as well as a summary sheet for all teachers (noting observation dates, professional goals, latest feedback). School Leaders will use this tool to capture trends across the school and design and evaluate professional development. To ensure consistency and quality of coaching, the School Leader will conduct co-observations and feedback sessions with the Literacy Coach and Deans of Student Achievement as the school grows.

3. Data-Driven Instructional Planning Days

Building from teachers' individual data analysis meetings with school leadership as well as Wednesday data sessions, STRIVE will hold five professional development days during the year. These are aligned to our assessment cycle and provide teachers the necessary time to develop differentiated lesson plans in response to data. (See **Attachments 15** and **17** for lesson plan and action planning documents.) Designing effective personalized instruction is challenging and time-consuming; in order to ensure that our academic program is implemented as we intend, with highly responsive independent practice opportunities, we will provide teachers the time and guidance they need.

4. Common Planning Time

Common planning time in the form of grade level teams, and beginning year three content area teams, will also be scheduled for part of our Wednesday afternoon professional development time. We will provide training in effective teamwork and establish collaborative norms during summer training. Grade level teams will meet weekly during this time in years one and two; we will develop schedule/rotation that allows for both grade level and content area meetings (though not necessarily on Wednesday afternoons) as the school builds to capacity. To ensure appropriate support and accountability, both grade-level chairs and content area leaders will work directly

with school leadership to plan meetings and maintain and submit meeting minutes on a regular basis. Grade level teams will address consistency of academic and behavioral expectations and routines aligned with the STRIVE vision; analyze and discuss student performance data; discuss students of concern in our RTI model; develop cross-curricular and Leadership Seminar units; and ensure horizontal curriculum alignment. In content area meetings, teachers will share best practices for specific strategies and concepts, such as Guided Reading, workshop, and literacy in math, and ensure vertical curriculum alignment.

5. External Opportunities

While much of our professional development will be offered internally, we will participate in external trainings to stay abreast of current research and best practice. We will actively pursue external expertise in key program areas of Literacy (e.g. Guided Reading, Reader's and Writer's Workshop, F&P assessments) and Leadership (non-cognitive factors, high school/college preparation). Additionally, leaders and key teachers will attend relevant trainings on implementation of the CCSS and the PARRC as that assessment system is implemented in Tennessee.

D. Calendar and Schedule Overview of Professional Development Components

Professional Development (Before School Starts)

Week 1	Session 1	Session 2	Session 3
July 6	Introduction to STRIVE Collegiate Academy: Mission, Vision & Values (School Leader)	Performance Management: Defining Performance Management at STRIVE. (School Leader) - Setting Goals & Expectations	Adult Culture: Norms, Templates, Routines (Director of Operations & School Leader) - Setting Goals & Expectations Special Education Development for the SPED Instructional Specialist (support from another charter)
July 7	Being a STRIVE Teacher & Leader (School Leader & Director of Operations) - Your Playbook - Employee Policies and Human Resources Part I	Teambuilding & Practice Perfect Online SIOP Training for Special Education Instructional Specialist & ELA Teachers	
July 8	STRIVE's Academic Program: Creating a Vision for Student Success (School Leader)	Assessments: Each content area (All Teachers) - Interim Assessments - 6+1 Writing Traits Rubric	Curriculum: Each content area (All Teachers) - Reader's & Writer's Workshop - Lessons That Change Writers - Wheatley Portfolio - Eureka Math - FOSS Kits - History Alive - SPARK
July 9	Curriculum Alignments: Each content area (All Teachers) - Marzano (All Teachers) - Wordly Wise (All Teachers) - Cognitively Guided Instruction (Math Teachers)	Curriculum: Each content area (All Teachers)	Curriculum: Each content area (All Teachers)
July 10	Personalized Learning: RTI Framework	Special Education	Special Education

Week 1	Session 1	Session 2	Session 3
	(School Leader & SPED Consultant) <ul style="list-style-type: none"> - Guided Reading, Literature Circles, & Integrated Tutorial Block (Use of time) - Personalized Learner Profiles - Compass Learning 	(Special Education Instructional Specialist & Consultant) <ul style="list-style-type: none"> - SPED at STRIVE SPED support & curricular resources (i.e. Corrective Reading)	(Special Education Instructional Specialist & Consultant) <ul style="list-style-type: none"> - SPED in your classroom

Week 2	Session 1	Session 2	Session 3
July 13	English Language Learners (ELA Teachers, SPED Instructional Specialist, & School Leader) <ul style="list-style-type: none"> - SIOP Training - ELL support & curricular resources (i.e. DISE) 	English Language Learners (ELA Teachers, SPED Instructional Specialist, & School Leader) <ul style="list-style-type: none"> - ELL in your classroom 	Instructional Strategies & Methods (School Leader & a Lead Teacher) <ul style="list-style-type: none"> - Direct Instruction - Teach Like a Champion
July 14	Literacy: Assessments, Curriculum & Practices (School Leader & Literacy Consultant) <ul style="list-style-type: none"> - Literacy School-Wide Culture - Literacy Assessments - Guided Reading/Literature Circles - Fountas & Pinnell Leveled Literacy Intervention 		Literacy in Your Classroom (School Leader & Literacy Consultant)
July 15	Leadership: Assessments, Curriculum & Practices (School Leader) <ul style="list-style-type: none"> - Leadership School-Wide Culture - I STRIVE Class - I STRIVE Rubric 		Leadership in Your Class (School Leader)
July 16	School-Wide Culture (Whole Team) <ul style="list-style-type: none"> - Student Handbook 	Grade-Level Culture (Whole Team) <ul style="list-style-type: none"> - Student Handbook 	Classroom-Level Culture (Individual Teachers)
July 17	Technology (Director of Operations & Office Manager)	Operations & Human Resources Part II (Director of Operations & EdTec)	STRIVE Culture: Practice Perfect (Whole Team)

Week 3	Session 1	Session 2	Session 3
July 20	Community Canvassing (Whole Team)	Family & Community Engagement (School Leader & All Teachers)	
July 21	NWEA MAP Testing (School Leader & NWEA Support)	Data Analysis (School Leader & ANet)	

Week 3	Session 1	Session 2	Session 3
July 22	Guided Reading/ Literature Circles (School Leader & Special Education Instructional Specialist)	Integrated Tutorial Block (School Leader & Special Education Instructional Specialist)	Summer Leadership Academy Preparation (Whole Team)
July 23	Fitness/Electives (School Leader & Electives Teacher)	Team Meetings (School Leader & Grade Level Lead) <ul style="list-style-type: none"> - Breakfast/Homeroom - Community - Grade Level Meetings 	Summer Leadership Academy Walk-Through (Whole Team)
July 24	Summer Leadership Academy Preparation & First Day Schedule (Whole Team)		Summer Leadership Academy Walk-Through (Whole Team)

Week 4	Morning	Afternoon
July 27	Summer Leadership Academy (SLA)	Reflection: Refining SLA Academic: School-Wide Home Visits
July 28	Summer Leadership Academy	Reflection: Refining SLA Culture: School-Wide Home Visits
July 29	Summer Leadership Academy	Reflection: Refining SLA Personalized Learning Home Visits
July 30	Summer Leadership Academy	Reflection: Refining SLA Literacy Home Visits
July 31	Summer Leadership Academy	Reflection: Refining SLA Leadership Home Visits

Week 5	Morning	Afternoon
August 3	Summer Leadership Academy (SLA)	Reflection: Refining SLA Parent Engagement Home Visits
August 4	Summer Leadership Academy	Reflection: Refining SLA The School Schedule Home Visits
August 5	Summer Leadership Academy	Reflection: Refining SLA Instructional Planning Home Visits
August 6	Summer Leadership Academy	Reflection: Refining SLA Instructional Planning Community Barbecue Planning
August 7	Summer Leadership Academy	Reflection: Refining SLA First Day Walk-Through

Week 5	Morning	Afternoon
		Community Barbecue Planning

STRIVE Professional Development Calendar

1st Semester

Day	Potential Topics	Owner
August 12	First Week's Learnings from Observation and Planning: Academic: Instructional Planning Culture: Whole School & Grade Level Meetings	School Leader & Grade Level Lead
August 19	Academic: Instructional Planning Culture: Whole School & Grade Level Meetings	School Leader & Grade Level Lead
August 26	Responding to Data NWEA & Compass Learning Grade Level Meetings	ANET School Leader
August 28 (Full Day)	Data Day I: MAP Testing - School-Wide View - One-on-One with Teachers - Creating Personalized Learning Profiles Content & Grade Level Meetings	School , ANet & Teachers
September 2	Instructional Planning & Delivery	School Leader
September 9	Data Analysis	School Leader
September 16	Pedagogical & Content Knowledge	Teacher-Led
September 23	Peer Observations & Feedback	Peer Led
September 30	Wellness Wednesday	Teacher-Led
October 12 (Full Day)	Data Day II: Interim Assessment #1	ANET & School Leader
October 14	Instructional Planning & Delivery	School Leader
October 21	Data Analysis Prep for Family Data Day I	School Leader Director of Operations
October 28	Wellness Wednesday	Teacher-Led
November 11	Pedagogical & Content Knowledge	Teacher-Led
November 18	Mid-Year Assessments & Surveys Comprehensive Assessments	School Leader & Director of Operations
December 2	Peer Observations & Feedback	Teacher-Led
December 9	Instructional Planning & Delivery	School Leader
December 16	Data Analysis	School Leader

2nd Semester

Day	Potential Topics	Owner
January 4 (Full Day)	Data Day II Prep for Family Data Day II	ANET & School Leader
January 6	Instructional Planning & Delivery	School Leader
January 13	Data Analysis	Teacher Leaders
January 20	Pedagogical & Content Knowledge	Teacher-Led

Day	Potential Topics	Owner
	PARCC Administration	School Leader
January 27	Wellness Wednesday	Teacher-Led
February 3	Peer Observations & Feedback PARCC Administration	Peer Led
February 10	Instructional Planning & Delivery	Teacher Leaders
February 16	Data Analysis	Teacher Leaders
February 17	Pedagogical & Content Knowledge	Teacher-Led
February 24	Wellness Wednesday	Teacher-Led
March 2	Peer Observations & Feedback	Peer Led
March 9	Instructional Planning & Delivery	Teacher Leaders
March 11	Data Analysis	School Leader
March 16	Pedagogical & Content Knowledge Prep for Family Data Day III	Teacher-Led Director of Operations
March 23	Wellness Wednesday	Teacher-Led
April 6	Peer Observations & Feedback	Peer Led
April 13	Instructional Planning & Delivery	Teacher Leaders
April 20	Data Analysis	Teacher Leaders
April 27	End-of-Year Assessments & Surveys Comprehensive Assessments	School Leader & Director of Operations
May 4	Wellness Wednesday	Teacher-Led
May 11	Pedagogical & Content Knowledge	Teacher-Led
May 18	Academic: School-Year Reflection	School Leader
May 25	Culture: School-Year Reflection	School Leader
May 27	Wellness Friday	Teacher-Led
May 31 (Full Day)	Data Day IV	ANET
June 1 (Full Day)	Work Day	Teacher-Led
June 2 (Full Day)	Family Data Day IV	Director of Operations
June 3 (Full Day)	Family Data Day IV	Director of Operations

Type of PD	Dates	Frequency	Time
Summer Institute	July	Annual	3 weeks
Full Staff PD	Every Wednesday	Weekly	2 hours
Grade level meetings	Every Wednesday	Weekly	1 hour
Content area meetings	TBD	Bi-weekly	1 hour
One-on-Ones	Individually scheduled	Weekly	30 minutes
Coaching	Individually scheduled	Ongoing	Ongoing
Leadership team meetings	During the school day	Weekly	1 hour
Goal Setting	July	Annually with quarterly check ins	1 hour
Goal Check-ins	October, January, March, May		
Evaluation	February and June	Twice per year	1 hour

III. Evaluation of Leaders and Teachers

STRIVE’s high expectations for results from all stakeholders form the basis of our performance management system. The School Leader will provide support and guidance to members of the leadership team. Through weekly meetings of the whole team, as well as bi-weekly one-on-ones with each member, the School Leader will help leadership address instructional, cultural, operational, and personnel issues. In year one, the leadership team will consist of the School Leader and the Director of Operations. As STRIVE and the leadership team grows, the School Leader will conduct co-observations to ensure alignment across the team and will observe leaders providing feedback to teachers to support consistency and quality.

The School Leader will evaluate members of the senior administrative team using the Tennessee Educator Acceleration Model (TEAM) evaluation system for school leaders. By design, this model incorporates student performance, self-reflection, observation and input of school staff to create a robust assessment of the School Leader's performance; it also allows us to embed our mission-specific elements. The senior leadership evaluation process will include formal meetings at mid- and end-year with documented progress against the administrator rubric, as well as a summative rating.

Teachers will be supported, developed and evaluated by School Leader with input from the Deans of Student Achievement and Literacy Coach as those positions are added. We enthusiastically support the TEAM model for teacher evaluation and its emphasis on student achievement and growth. We will implement the TEAM evaluation system for teachers, including formal and informal unannounced observations, establishing achievement measures and a summative conference. All STRIVE leadership will be trained in its effective implementation.⁸¹

⁸¹ See <http://team-tn.org/> for a full explanation of the TEAM processes and rubrics.

In addition to the School Leader, the Literacy Coach, and Deans of Student Achievement will be key instructional leaders and will conduct both formal and informal observations and provide frequent feedback on classroom practice. Formal observations will last a full class period, include a pre- and post-observation conference and occur at least four times per year. Informal observations will occur on a regular basis, with each teacher receiving one observation with written feedback once every week, as described above. Informal observations will prioritize effective implementation of our instructional approach, including our common lesson structure and instructional strategies for high expectations and engagement, with the goal of helping teachers improve their instructional practice. In addition, the Literacy Coach will model Readers and Writers Workshop, Guided Reading lessons, and literature circles, literacy infused math and science instruction. S/he will also support teachers through co-planning and lesson plan review and feedback.

IV. Keeping Great Leaders and Teachers

At STRIVE, our goal is to develop, support, and keep great teachers. We know the critical importance of high quality teachers in promoting student achievement, and we will implement an intentional approach to retaining them. A recent study by TNTP entitled, *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Public Schools*,⁸² provides research-based evidence of what works in keeping the best teachers. Effective strategies include providing clarity of expectations through defining what excellent teaching looks like and setting clear goals; frequently and publicly recognizing excellent teachers; treat top performing teachers as such by continuing to provide them resources and coaching; engaging in retention conversations early in the year; and ensuring that all teachers in the school are high quality through training and results-oriented performance management that does not allow teachers who are not meeting standard undermine the culture of excellence.

Our comprehensive approach to professional development and performance-based evaluation aligns to these proven strategies. Through our school level, grade level, and individual goals, all teachers and leaders at STRIVE will know what is expected of them. Our celebratory culture, with Staff Appreciation Wednesdays and regular shout-outs, ongoing, intensive coaching from the School Leader, Literacy Coach and Deans of Student Achievement, and strong evaluation system operationalizes these principles into practices that will promote teacher retention at STRIVE.

Further, other strategies and components of our program will support teacher retention. These elements are supported by the School Leader's experience and practices at high performing schools across the country.

- **Professional Culture**

Through our high expectations for performance, our collaborative structures, and systems that support a culture of feedback and ongoing learning for all adults, STRIVE will have a professional culture that respects and values teachers. Moreover, leadership will continually seek input from teachers and establish processes to collect and use input in decision-making. Using a decision-making matrix, we will clearly define areas where teachers will be decision-makers and where they will have input.

⁸² TNTP. *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Public Schools*. 2012. Available at http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf

- **Teacher Leadership**

Opportunities for teacher leadership are critical for teacher growth and retention. At STRIVE, teachers will take on the roles of grade level chair and content area leaders and have daily opportunities to lead within the program. These teacher-leaders will build their facilitation and problem-solving skills as they support and guide the teachers on their teams, work closely with leadership, and receive feedback on their leadership. Further, these roles allow high quality teachers to remain in the classroom, directly support our students' achievement.

Teachers want to be a part of successful schools. With our relentless focus on achieving our goals, we will build a high achieving organization that attracts and keeps top performers.

Operations Capacity

Describe the capacity of school leadership (current or proposed) in terms of skills, experience, and available time to identify and respond to the needs of the staff and also balance the needs of the school and students.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please include:

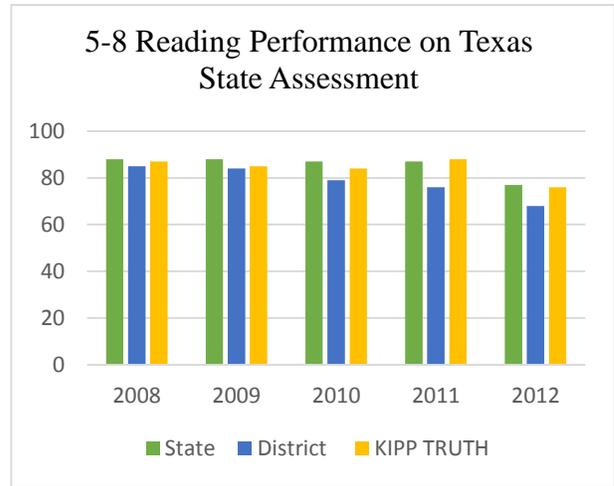
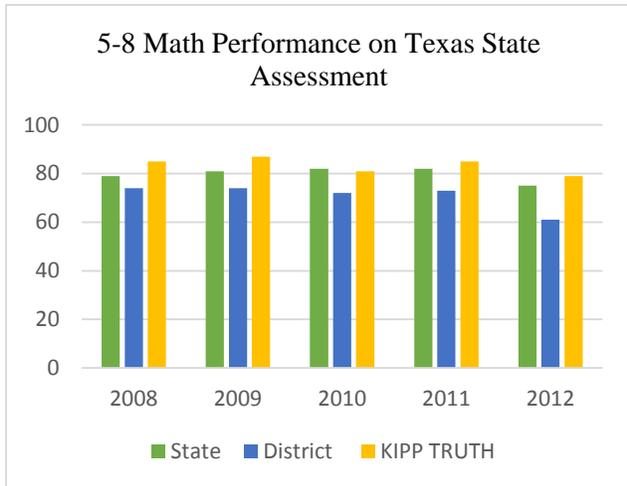
- Selection process and criteria,
- Division of roles between the board and the service provider,
- How performance of the provider will be measured,
- Conditions for renewal and termination of the agreement, and
- How you will check for and manage any potential conflicts of interest.

Founding team members, Mrs. Butler in particular, have demonstrated great capacity to identify and respond to the needs of the staff and also balance the needs of the school and students. (See **Attachment 3** for Mrs. Butler’s resume.) Mrs. Butler is currently completing an Education Entrepreneur Fellowship with the Tennessee Charter School Center and can dedicate her time to planning and preparing to launch the proposed school. In addition, Mrs. Butler will be in the role of the Founding School Leader and Executive Director and will stay in both roles until Year 5 when a second School Leader will join the STRIVE Collegiate Academy Team and Mrs. Butler will transition solely into the Executive Director position to pursue the possibility of replication and/or expansion.

Mrs. LaKendra Butler began her education career through Teach For America where she taught Civics, Geography and Law at Booker T. Washington High School in Atlanta, Georgia. After her two year commitment with Teach For America, Mrs. Butler returned to her hometown, Dallas, Texas and began teaching at KIPP TRUTH Academy. She taught 5th and 8th grade Social Studies and was the 8th Grade Level Chair during her first year. At the end of her first year at KIPP TRUTH, 100% of her 8th grade students passed the 8th grade Social Studies test and no other 8th grade group at KIPP TRUTH had achieved that passing percentage within her six years. During the summer after her first year, Mrs. Butler attended the KIPP School Leadership Pathways Principal Prep Program. During her second year with KIPP TRUTH Academy, she engaged with a Leadership Coach through the KIPP Foundation and was coached by her current School Leader simultaneously. During that second year, she became KIPP TRUTH’s first Assistant Principal and continued to teach 5th grade Social Studies. In the role of Assistant Principal, she coached/led professional development for teachers and led/supported students and families, alongside the current School Leader.

In her fourth year with KIPP TRUTH, Mrs. Butler transitioned into the School Leader role in the middle of the school year and assumed the role of School Leader and Assistant Principal simultaneously until the end of that school year. Mrs. Butler continued in the School Leader role, and throughout her tenure at KIPP TRUTH, it was a Recognized School, according to the state Texas school rankings. As the student performance data below demonstrate, during Mrs. Butler’s tenure, KIPP TRUTH outperformed the district in math and reading each year and performed similarly or outperformed the state in all but one year.⁸³ (The lower 2012 scores for the state, district, and KIPP TRUTH reflect the implementation of a new state assessment.)

⁸³ <http://www.kipp.org/reportcard>



Mrs. Butler eventually transitioned into a regional role as the Director of KIPP Through College, where she led the KIPP Through College Managers and created a Strategic Plan for KIPP Dallas Ft. Worth. Through her work and research from teacher to Assistant Principal to School Leader to Director of KIPP Through College, she has been able to learn a great deal and is now creating a school that bridges her learning from those experiences and her research/visits of excellent schools through the Education Entrepreneur Fellowship with the Tennessee Charter School Center.

The organizational chart outlined in **Attachment 2** also outlines of management and accountability, which will be necessary to respond to the needs of the staff and also to balance the needs of the school and the students. The Executive Director/School Leader will be governed by the Board of Directors while also provide the Instructional & Cultural Leadership for STRIVE Collegiate. The Director of Operations will be supervised by the School Leader and will provide Operational Leadership for STRIVE Collegiate. In Year 3, two Director of Student Achievement (Instructional & Cultural Leadership) will join the team to support the teachers’ and students’ development and the culture of the school. (See **Personnel** for a high level description of roles and responsibilities.)

The plan to recruit and hire the STRIVE leadership team is presented in **Personnel** as well as **Attachment 1 Start-Up Plan**.

STRIVE Collegiate Academy will not contract with another educational service provider. The founding team is considering potential partnerships that can take place between STRIVE and other high performing charter and district schools, for example, professional development opportunities for the teaching team.

Attachment 1: STRIVE Start-up Plan (Organizational Capacity)

Following is a proposed timeline highlighting the major action items that must be addressed prior to opening day. This timeline will be reviewed periodically to ensure timely progress on all action items and will be revised, as needed, to ensure the successful start-up of the school. The timeline and assumptions are based on our experience in Nashville and with other charter schools in Tennessee. Upon receipt of a charter, the School Leader and Board will undertake a more specific and comprehensive action plan, detailing each action step, responsible party, and deadline. The starting date of the Director of Operations has shifted from May 2015 to January 2015 to help plan and implement the many responsibilities in starting a high performing charter school. STRIVE’s Board recognizes the School Leader cannot do it alone, and have made plans to utilize the Director of Operations and the Tennessee Charter School Center in starting STRIVE Collegiate Academy successfully.

STRIVE Start-Up Plan			
ORGANIZATION			
Timeframe	Project Description	Important Dates/Notes	Manager
Upon Approval of STRIVE – Summer and Early Fall 2014	Initial financing secured	Secure other grant sources, i.e., Walton Organize fundraising events and solicit contributions from individual donors	Board, School Leader (SL)
	Already identified Executive Director/School Leader offered contract	Upon approval of charter	Board
	Community outreach; student and teacher/leader recruitment	ED presents at community organizations; launch website/social media	SL, Board
November-December	Community outreach; student recruitment	Open houses; conduct information sessions at community orgs, feeder schools, churches; advertising and marketing materials	SL, Board
	SL begins recruiting/hiring of administrators, and initial staff (Dir. Of Ops, etc.)	Goal of hiring DoO by Dec 18; start date January 1	SL, Board
January – March	SL begins recruiting/hiring other key personnel		SL
	SL identifies and hire qualified faculty and staff	Recruiting/interviewing for teachers; extensive outreach for candidates; goal of fully hired by May 1; start date July 6	SL, DoO
	Review, update, and approve all policies	Finance, enrollment, grievance, discipline, education, HR & personnel, operations, etc.	Board
	Complete student and employee handbooks; conduct legal review		SL, DoO, & Board
	Establish uniform policy		SL, Board
	Continue community outreach; student recruitment	Open houses; conduct information sessions at community orgs, feeder	SL, DoO, & Board

STRIVE Start-Up Plan			
ORGANIZATION			
Timeframe	Project Description	Important Dates/Notes	Manager
		schools, churches; advertising and marketing materials	
	Identify eligible suppliers and vendors; order office equipment; lease copiers, phone service, IT support		SL, DoO & Tennessee Charter School Center
	Develop family involvement policies and family surveys		SL, DoO
March-May 2015	Continue recruiting/hiring of teachers		SL, DoO
	Plan teacher orientation & training; develop summer and year-long professional development plan		SL, DoO
	Community outreach; student recruitment	Continue open houses, recruiting at community events; newspaper radio advertising	SL, DoO
	Distribute information to families regarding dates of orientation, Summer STRIVE, annual calendar		SL, DoO
	School safety plan; schedule fire drills and crisis drills		DoO
	Secure custodial contract		SL, DoO
	Identify community partners		SL, Board
	Order uniforms		DoO
	Ready student database for records, test scores, grades, attendance, tardy students, discipline	PowerSchool	SL, DoO
	Prepare for DOE and Title I reimbursements and entitlements; conduct search for independent auditor		SL, DoO

STRIVE Start-Up Plan			
ACADEMICS			
Timeframe	Project Description	Important Dates/Notes	Manager
Upon Approval of STRIVE – Summer and Fall 2014	Use Common Core, College Readiness and TN Standards to develop curriculum maps/guides by subject area	Performance standards and benchmarks must align with state and national standards Work with ANet to ensure scope and sequence aligns with interim assessments	SL, ANet
	Confirm curriculum resource selection for mathematics, ELA, science, social studies, leadership	Order additional materials by March 1	SL
	Review scope and sequence documents provided by commercial curricular resources; make adjustments as necessary	Units of Study, FOSS kits, etc.	SL
January- May	Develop detailed assessment calendar aligned to curriculum maps and school calendar		SL
	Review common formative assessments and other key assessments	ANet, F&P, MAP	SL, ANet
	Purchase data analysis/warehouse tools	PowerSchool, LiveSchool, etc.	SL, DoO
	Special education program and service delivery	Ongoing review of incoming student records for services; schedule and hold IEP meetings; budget for student needs	SL, Special Education Contracted service provider
	Conduct ELL home language survey		SL, DoO, & Operations Intern
	Request student records; develop secure filing system for all student records		DoO
	Develop STRIVE Teacher Handbook	Articulate details re: instructional and cultural expectations, systems, and structures	SL, DoO
	Develop leadership/advisory curriculum		SL, DoO
June-July 2015	Select supplemental instructional resources and materials		SL, teachers
	Develop common procedures and protocols	Grade level teams	SL, teachers
	Plan Summer Leadership Academy		SL, teachers
	Finalize master schedule	Teacher assignments, common planning time, fieldtrips, Summer STRIVE, orientations, Saturdays	SL, DoO
	Create daily student and teacher schedules		SL, DoO
	Conduct student and family orientations	July 12 and 19, 2014	SL, DoO, teachers
	Conduct teacher orientation	July 6-25, 2014	SL, DoO

STRIVE Start-Up Plan			
ACADEMICS			
Timeframe	Project Description	Important Dates/Notes	Manager
	Develop unit plans for all academic subjects	During teacher orientation	SL, teachers
	Conduct Summer Leadership Academy	July 27-August 7, 2014	SL, DoO, teachers
	School is in session	First day is July 27, 2014	

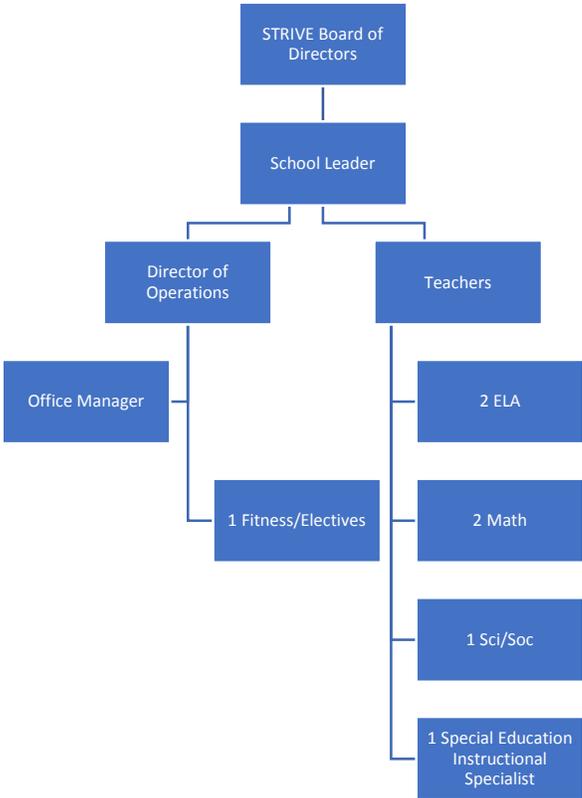
STRIVE Start-Up Plan			
FACILITIES/OPERATIONS			
Timeframe	Project Description	Important Dates/Notes	Manager
Upon Approval of STRIVE Charter – Summer to Early Fall 2014	Secure all permits and approvals for occupancy.		Board, SL
January –March 2015	Conduct a needs analysis – classroom furniture, technology, office equipment, books		SL, DoO
	Identify transportation vendor. Develop a detailed transportation plan, including types of vehicles, authorized drivers and student eligibility.		SL, DoO
March-May 2015	Order all classroom furniture, technology, accessories, and equipment		DoO
	Prepare building for opening – paint rooms and halls, order cleaning supplies		SL, DoO, Contractor
	Order/install signage for inside and outside of building		SL, DoO, Contractor
June – July 2015	Develop an arrival and dismissal plan, including traffic flow	Consult with local police and adjacent schools	DoO
	Inventory and tag all computers, monitors, projectors; ensure network and technology are functional		DoO, Office Manager
	Order student and classroom and office supplies		DoO, Office Manager
	Schedule final health and safety inspections; secure approval of crisis plan		DoO

Attachment 2: STRIVE Organizational Chart (Personnel/Human Capital)

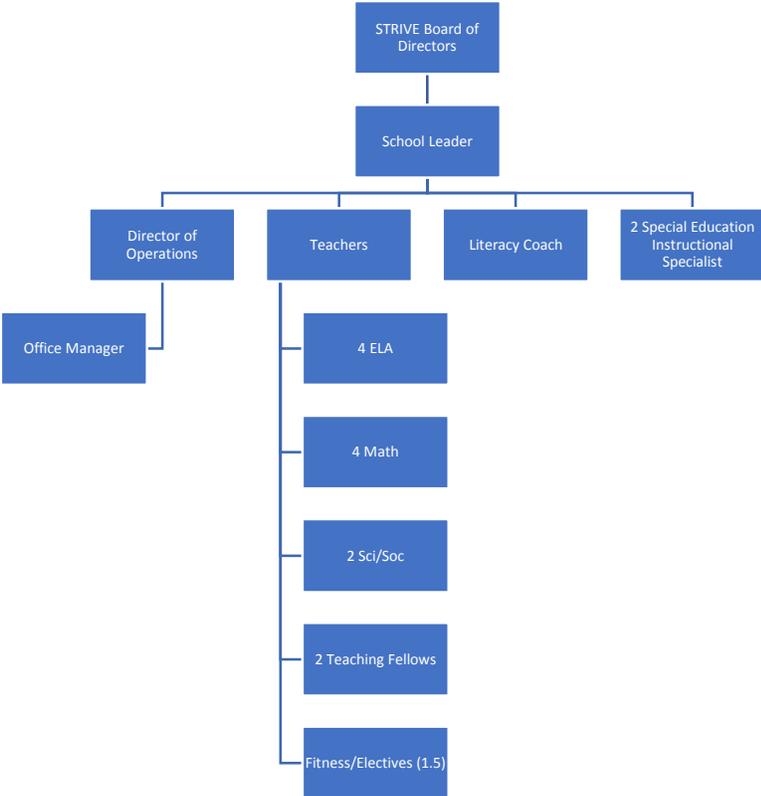
STRIVE’s organizational chart shows the school’s governance and staffing structure and lines of accountability for all years of the charter term. STRIVE’s organizational charts that show the school’s governance and staffing structure for year one, year three, and at capacity in year five.

The STRIVE Collegiate Academy Board of Directors is a policy making board. As such, the Board delegates all school management decisions, such as hiring, curriculum, scheduling to the Executive Director/School Leader, who is evaluated annually by the Board. STRIVE’s leadership team will be responsible for the academic, organizational and financial performance of the school. We have designed a collaborative team with clear areas of responsibility to support the implementation and oversight of our program. We intentionally have key leadership positions to guide the mission-aligned components of our program, as evidenced by our Literacy Coach, Dean of Student Supports and Deans of Student Achievement. The leadership team will be lean in years one and two and strategically grow over the first four years when the school is at capacity. All lines of reporting are evident in the charts.

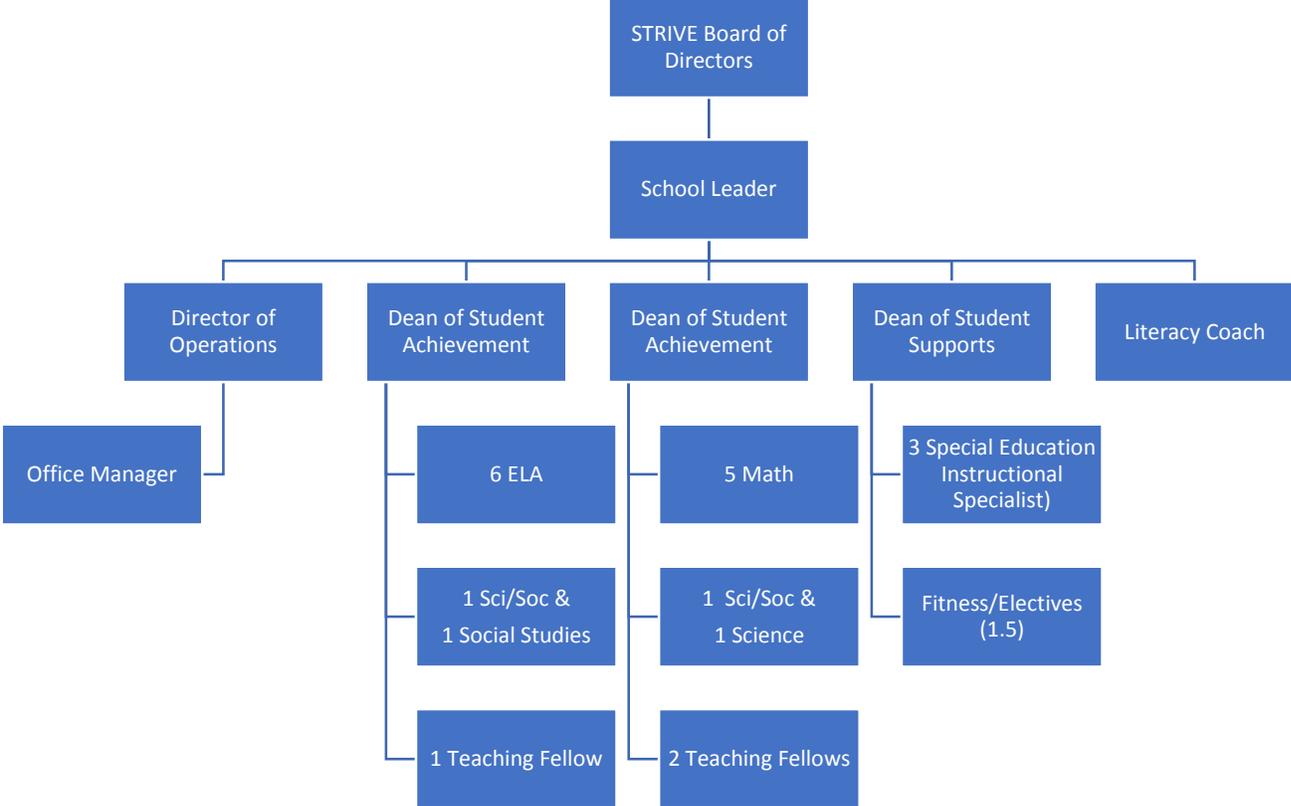
STRIVE Organizational Chart, Year 1



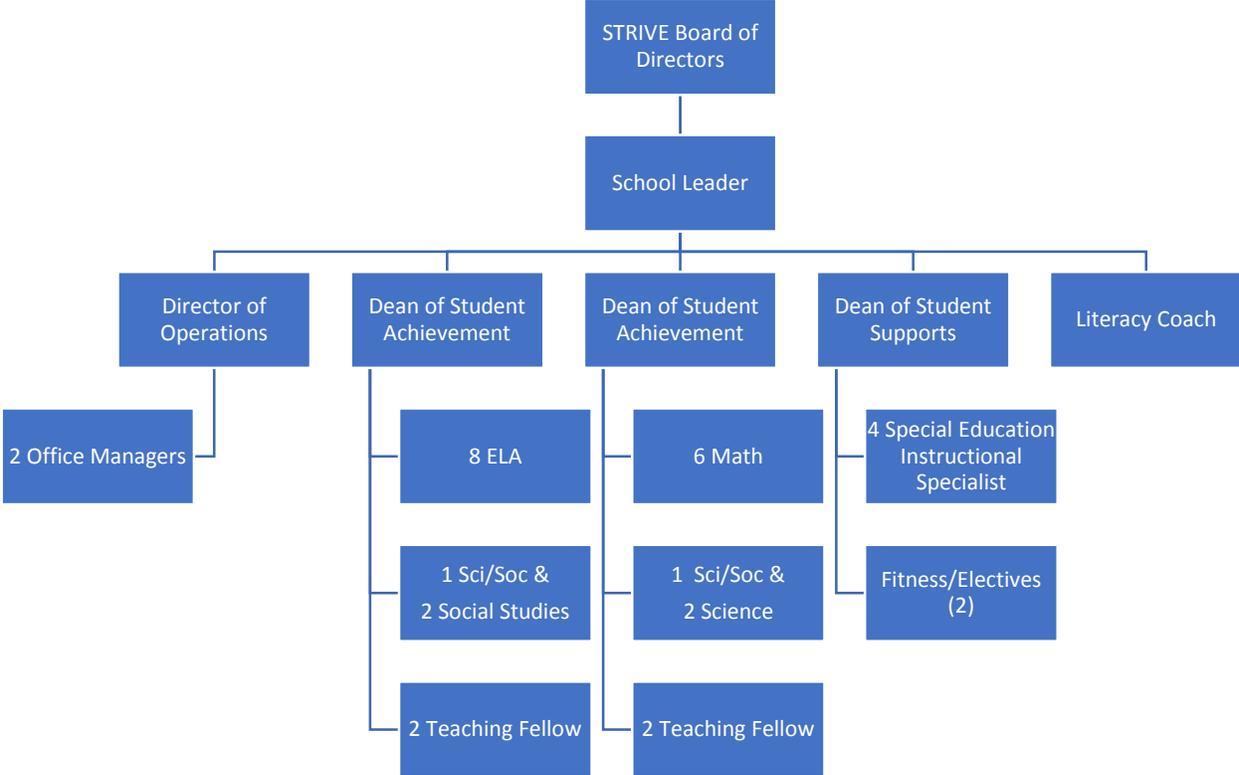
STRIVE Organizational Chart, Year 2



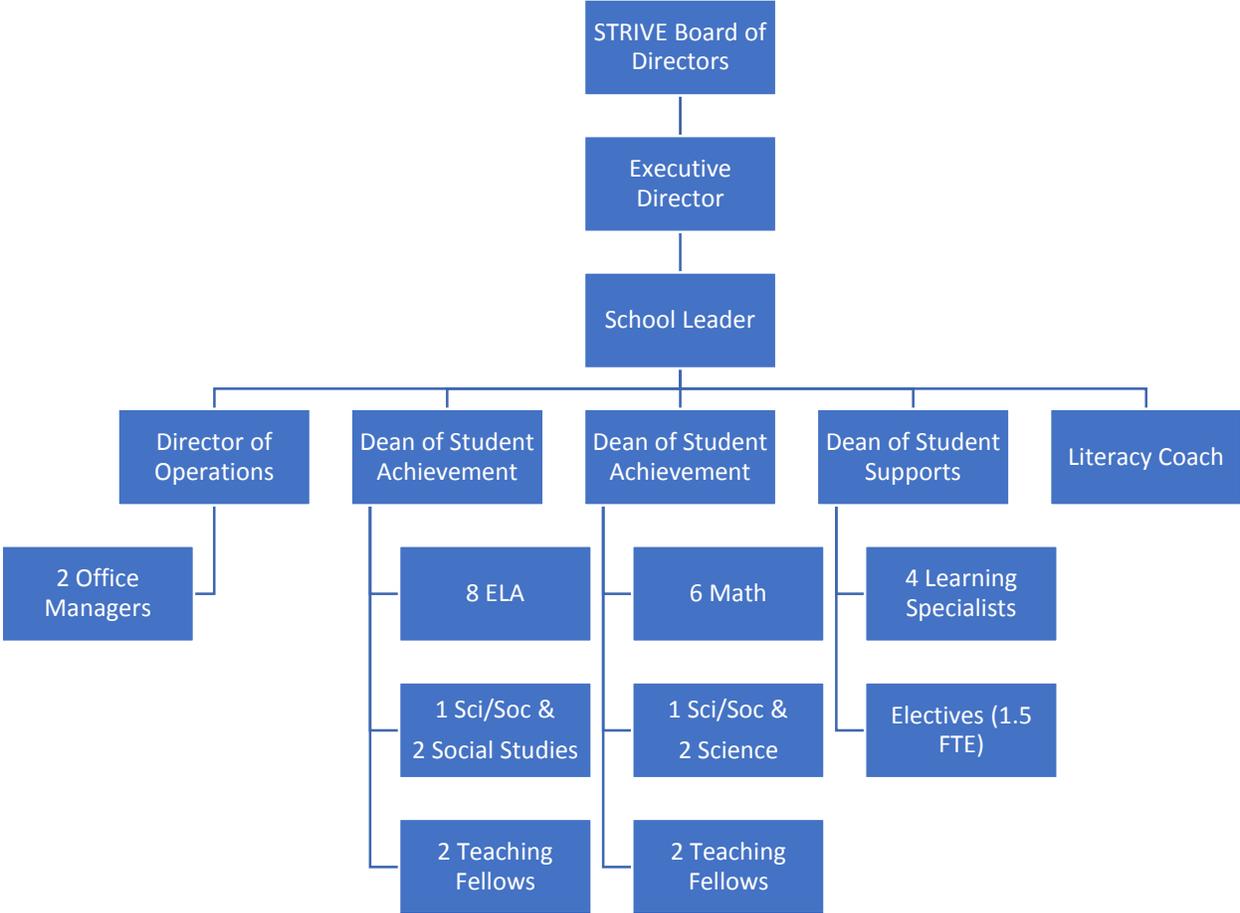
STRIVE Organizational Chart, Year 3



STRIVE Organizational Chart, Year 4, at capacity



STRIVE Organizational Chart, Year 5, at capacity



Attachment 3: STRIVE Governing Body Documents (Governance)

3A – Non-Profit and Exempt Status and Articles of Incorporation



STATE OF TENNESSEE
Tre Hargett, Secretary of State
Division of Business Services
William R. Snodgrass Tower
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

STRIVE Collegiate Academy, Inc.
STE 416
209 10TH AVE S
NASHVILLE, TN 37203-0772

February 10, 2014

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	746859	Formation Locale:	TENNESSEE
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	02/10/2014
Filing Date:	02/10/2014 9:36 AM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2014
Duration Term:	Perpetual	Image # :	7284-0552
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Public		
Business County:	DAVIDSON COUNTY		

Document Receipt

Receipt #: 1310604 Filing Fee: \$0.00

Registered Agent Address:
DAVE CARTER
STE 416
209 10TH AVE S
NASHVILLE, TN 37203-0772

Principal Address:
STE 416
209 10TH AVE S
NASHVILLE, TN 37203-0772

Congratulations on the successful filing of your **Charter for STRIVE Collegiate Academy, Inc.** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Visit the TN Department of Revenue website (apps.tn.gov/bizreg) to determine your online tax registration requirements.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.


Tre Hargett
Secretary of State

Processed By: Cheryl Donnell

Phone (615) 741-2286 * Fax (615) 741-7310 * Website: <http://tnbear.tn.gov/>

**CHARTER
NONPROFIT CORPORATION** (SS-4418)

Page 1 of 2



Business Services Division
Tre Hargett, Secretary of State
State of Tennessee
312 Rosa L. Parks AVE, 6th Fl.
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: \$100.00

For Office Use Only

FILED

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: STRIVE Collegiate Academy, Inc.

2. Name Consent: (Written Consent for Use of Indistinguishable Name)
 This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: School Organization / Exempt

4. The name and complete address of the initial registered agent and office located in the state of Tennessee is:
Name: Dave Carter
Address: 209 10th Ave S., Suite 416
City: Nashville State: TN Zip Code: 37203 County: Davidson

5. Fiscal Year Close Month: June 30 Period of Duration: Perpetual Other _____
Month Day Year

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(Not to exceed 90 days) Effective Date: _____ Time: _____
Month Day Year

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:
This corporation is a public benefit corporation / mutual benefit corporation.
This corporation is a religious corporation / not a religious corporation.
This corporation will have members / not have members.

9. The complete address of its principal executive office is:
Address: 209 10th Ave S., Suite 416
City: Nashville State: TN Zip Code: 37203 County: Davidson

**Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.*

Submitter Information: Name: David Clark Phone #: (615) 385-2246

SS-4418 (Rev. 01/13)

RDA 1678

7284.8552, 02/10/2014, 09:38:03, Received by Tennessee Secretary of State Tre Hargett

7284.0553: 02/10/2014, 09:56:03, Received by Tennessee Secretary of State Tre Hargett

CHARTER NONPROFIT CORPORATION (SS-4418)		Page 2 of 2									
	Business Services Division Tre Hargett, Secretary of State State of Tennessee 312 Rosa L. Parks AVE, 6th Fl. Nashville, TN 37243-1102 (615) 741-2286 Filing Fee: \$100.00	<i>For Office Use Only</i>									
The name of the corporation is: <u>Strive Collegiate Academy, Inc.</u>											
10. The complete mailing address of the entity (if different from the principal office) is: Address: _____ City: _____ State: _____ Zip Code: _____											
11. List the name and complete address of each incorporator: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%;">Name</th> <th style="width: 45%;">Business Address</th> <th style="width: 30%;">City, State, Zip</th> </tr> </thead> <tbody> <tr> <td>Dave Carter</td> <td>1801 West End Ave, Suite 530</td> <td>Nashville, TN 37203</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Name	Business Address	City, State, Zip	Dave Carter	1801 West End Ave, Suite 530	Nashville, TN 37203			
Name	Business Address	City, State, Zip									
Dave Carter	1801 West End Ave, Suite 530	Nashville, TN 37203									
12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.) <input checked="" type="checkbox"/> I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by §48-51-303(a)(1). <input checked="" type="checkbox"/> This nonprofit corporation is a "school support organization" as defined in T.C.A §49-2-603(4)(A). <input checked="" type="checkbox"/> This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).											
13. Insert here the provisions regarding the distribution of assets upon dissolution: <u>Please reference articles of incorporation. #9-See attached</u>											
14. Other Provisions: <u>Please reference articles of incorporation. See attached.</u>											
<p style="text-align: center;">*Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.</p>											
<u>Feb 4, 2014</u> Signature Date	 Incorporator's Signature										
	<u>David C. Carter</u> Incorporator's Name (printed or typed)										

State of Tennessee



Department of State
Corporate Filings
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

Statement of Exemption
from Nonprofit Charter Filing Fee
under 2008 Tenn. Pub. Acts, ch. 1156

For Office Use Only

The undersigned hereby certifies that pursuant to 2008 Tenn. Pub. Acts, ch. 1156, the attached nonprofit charter is exempt from the \$100 filing fee required by TCA §48-51-303(a)(1) since:

- (1) the attached nonprofit charter is for a "school support organization" as defined in TCA §49-2-206(4)(A)¹ which is required to register as a nonprofit organization, foundation, or chartered member of a nonprofit organization or foundation by a policy adopted in accordance with TCA Title 49, chapter 2, part 6 (the "School Support Organization Financial Accountability Act"); and
- (2) this "school support organization" is an educational institution as defined in TCA §48-101-502(b)².

Feb 4, 2014
Date

David C. Carter
Signature

David C. Carter
Name (typed or printed)

Founding Board Member
Capacity

¹ TCA §49-2-603(4)(A) provides: " 'School support organization' means a booster club, foundation, parent teacher association, parent teacher organization, parent teacher support association, or any other nongovernmental organization or group of persons whose primary purpose is to support a school district, school, school club, or academic, arts, athletic, or social activities related to a school, that collects or receives money, materials, property or securities from students, parents, or members of the general public."

² TCA §48-101-502(b) provides: " 'Educational institution,' for the purposes of this section, means an organization organized and operated exclusively for educational purposes and which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on, and which is accredited by a recognized accrediting agency. Included in such definition are organizations composed of parents of students and other persons connected with the institution, which are organized and operated for the purpose of conducting activities in support of the operations or extracurricular activities of such institutions. 'Educational institution' also includes private foundations soliciting contributions exclusively for such organizations."

SS-4520 (06/08)

7224.0554, 02/10/2014, 09:56:04, Received by Tennessee Secretary of State The Honorable

ARTICLES OF INCORPORATION of
STRIVE Collegiate Academy

The undersigned natural person, having the capacity to contract and acting as adopts the following Charter pursuant to the applicable provisions of the Tennessee Nonprofit Corporation Act:

1. The name of the corporation is: STRIVE Collegiate Academy, Inc.
2. This corporation is a public benefit corporation.
3. The corporation will not have members.
4. (a) The complete address of the corporation's initial registered office in Davidson County, Tennessee is: 209 10th Avenue South, Suite 416, Nashville, TN 37203
(b) The name of the initial registered agent, to be located at the address listed in 4(a) is: Dave Carter
5. The name and complete address of each incorporator is as follows:

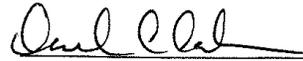
Dave Carter
209 10th Avenue South, Suite 416
Nashville, TN 37203
6. The complete address of the corporation's principal office in Davidson County, Tennessee is:
209 10th Avenue South, Suite 416
Nashville, TN 37203
7. The corporation is not for profit.
8. The duration of the corporation is perpetual.
9. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.
10. The corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, including the following specific purposes:
 - (a) to operate, advise and support public charter schools in the state of Tennessee; and
 - (b) to engage in any business permitted under the laws of the State of Tennessee.
11. The corporation shall have the power to do all things necessary or convenient to its business affairs in accordance with the laws of the State of Tennessee.
12. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 10 hereof.
13. The corporation shall indemnify its directors and officers to the fullest extent provided under the

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Tennessee Nonprofit Corporation Act. In the event a director or officer is made a party to a proceeding because such individual is a director or officer of the corporation, the corporation shall indemnify and pay for reasonable expenses incurred by such director or officer in advance of final disposition of such proceeding unless the Board of Directors, by majority vote of the directors, determines that (a) such director's or officer's conduct was not in good faith; and (b) the individual could not have reasonably believed: (i) in the case of conduct in the individual's official capacity with the corporation, that the individual's conduct was in the best interest of the corporation; and (ii) in all other cases, that the individual's conduct was not opposed to the best interest of the corporation; and (iii) in the case of any criminal proceeding, that the individual has reasonable cause to believe the individual's conduct was lawful. Directors shall not have personal liability to the Corporation for monetary damages for a breach of fiduciary duty as a director. This limitation shall not eliminate or limit the liability of a director for any breach of a director's duty of loyalty to the corporation or for any acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law or unlawful distributions.

14. This corporation is organized and operated exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
15. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law).
16. The fiscal year of the corporation shall end on June 30 in each year.
17. Provisions for the regulation for the internal affairs of the corporation shall be set forth in the By-laws.
18. This Charter will become effective upon filing with the Tennessee Secretary of State.

STRIVE Collegiate Academy



Dave Carter, Incorporator

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3B – STRIVE Governing Body By-Laws

I. Nonprofit Purposes

A. Internal Revenue Code Section 501(c) (3) Purposes

This corporation is organized and operated exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

B. Specific Objectives and Purposes

The corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, including, operating, advising, and supporting public charter schools in the state of Tennessee.

II. Board of Directors

STRIVE Collegiate Academy, Inc. will be governed by a Board of Directors (hereinafter "Board"). The rules of governance will be consistent with the By-laws as stated in this constitution.

A. Powers

The Board shall conduct or direct the affairs of STRIVE Collegiate Academy, Inc. and exercise its powers, subject to the limitations of the Tennessee Nonprofit Corporation Act, the Articles of Incorporation, and the By-laws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Directors
2. To select and remove officers, agents and employees of STRIVE Collegiate Academy, Inc.; to prescribe powers and duties for them; and to fix their compensation
3. To conduct, manage and control the affairs and activities of STRIVE Collegiate Academy, Inc., and to make rules and regulations
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of STRIVE Collegiate Academy, Inc.
5. To carry on a business that will result in revenue and to apply any revenue that results from the business activity to any activity that will fulfill the mission of STRIVE Collegiate Academy, Inc.
6. To act as Director under any trust incidental to the STRIVE Collegiate Academy's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities
9. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Tennessee Nonprofit Corporation Act and the limitations noted in these By-laws.

B. Number of Directors

The number of Directors of the STRIVE Collegiate Academy, Inc. shall be not less than 5 or more than 15.

C. Interested Persons

Not more than 49% of the persons serving on the Board may be interested persons. See Section III, part A of these By-laws for a definition of an “interested person.”

D. Election of Directors

1. Election.

STRIVE Collegiate Academy’s, Inc. Executive Director shall automatically be an ex officio Director serving on the Board; and will serve in an advisory capacity and shall not have a vote. The Board shall elect the remaining Directors by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

2. Eligibility.

The Board may elect any person who in its discretion it believes will serve the interests of STRIVE Collegiate Academy, Inc. faithfully and effectively. One seat on the board shall be reserved for the parent of an active STRIVE Collegiate Academy, Inc. student (“Parent Representative”). In addition to other candidates, the Board will consider the following nominees:

a. Following the graduation of the initial class, an alumna or alumnus of STRIVE Collegiate Academy, Inc.

b. Diverse members of the community

3. Term of Office

a. Two of the initial Directors will serve a three-year term and two will serve a two-year term, except the term of any Director who is the parent or alumni shall be two years. Thereafter, all members of the Board will be elected by the Board of Directors.

b. The terms of board members will be staggered. All board members' terms will be for two years.

c. No Director, other than a Director serving as a corporate officer or the Executive Director, may serve for more than seven (7) consecutive years.

d. The term of office of a Director elected to fill a vacancy in these by-laws begins on the date of the Director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.

e. A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment of the Articles of Incorporation or the By-laws or other Board action.

f. A Director's term of office shall not be extended beyond that for which the Director was elected by amendment of the Articles of Incorporation or the By-laws or other Board action.

4. Time of Elections

The Board shall elect Directors whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

E. Removal of Directors

The Board may remove by a majority vote a Director with or without cause as provided by the Tennessee Nonprofit Corporation Act. The Board may remove any Director who:

1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year
2. Has been declared of unsound mind by a final order of court
3. Has been convicted of a felony
4. Has been found by a final order or judgment of any court to have breached any duty imposed by the Tennessee Nonprofit Corporation Act
5. For such other good causes as the Board may determine

F. Resignation by Directors

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Director may not resign if the Director's resignation would leave STRIVE Collegiate Academy, Inc. without a duly elected Director in charge of its affairs.

G. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these By-laws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

H. Compensation of Directors

Directors shall serve without compensation. The exception is that the Executive Director of STRIVE Collegiate Academy, Inc., a Director who serves in an advisory capacity on the Board as an ex-officio

member without a vote may be compensated by the Corporation. His or her salary and benefits will be determined by the Board of Directors according to reasonable standards for such a position.

The Board may approve reimbursement of a Director's actual and necessary expenses while conducting STRIVE Collegiate Academy, Inc. business.

I. Nonliability of Directors

The Directors shall not be personally liable for STRIVE Collegiate Academy's, Inc. debts, liabilities or other obligations.

J. Indemnification by Corporation of Directors and Officers

The Directors and officers of STRIVE Collegiate Academy, Inc. shall be indemnified by the corporation to the fullest extent permissible under the laws of Tennessee.

K. Insurance for Corporate Agents

Except as may be otherwise provided under provisions of law, the Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the articles of incorporation, these By-laws, or provisions of law.

III. Conflict of Interest Policy

The purpose of the Conflict of Interest Policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation.

A. Interested Person

Any director, principal officer, or member of a committee with board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity of which the Corporation is a part, he or she is an interested person with respect to all entities of the corporation.

B. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
2. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
4. Compensation includes direct and indirect remuneration as well as gifts or favors that are not substantial in nature. A financial interest is not necessarily a conflict of interest. Under part D of

this Section, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

C. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

D. Determining Whether a Conflict of Interest Exists.

After disclosure of the financial interest and all material facts, and after any discussion and/or presentation with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists by a majority vote.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether it is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

E. Violations of the Conflicts of Interest Policy

If the board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

F. Recording Conflicts of Interest

The minutes of the board and all committee with board-delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed; and
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

G. Annual statement

Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

H. Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize the tax exempt status of the Corporation, periodic reviews shall be conducted. The periodic reviews shall include, at a minimum, whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit, or excess benefit transaction

IV. Meetings of the Board

A. Place of Meetings

Board Meetings shall be held at a STRIVE Collegiate Academy, Inc. site, or at the registered corporate office of STRIVE Collegiate Academy, Inc., or any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An Annual Meeting shall be designated by the board for the purpose of electing Directors, making and receiving reports on STRIVE Collegiate Academy, Inc. affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held at various times within the year as the Board determines. Any such regular meeting previously scheduled by board statute, ordinance, or resolution shall give adequate public notice of such meeting [TN Code Annotated 49-13-111(h)].

D. Special Meetings

A Special Meeting shall be held at any time called by the Chair of the Board or by any five Directors. Any such special meeting not previously scheduled by statute, ordinance, or resolution, or for which notice is not already provided by law, shall give adequate public notice of such meeting [TN Code Annotated 8-44-103(b)].

E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these By-laws.

F. Notices

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United State mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director of to a person whom it is reasonably believed will communicate it promptly to the Director.

V. Action by the Board

A. Quorum

A quorum consists of 51% of the fixed number of Directors.

B. Action by the Board

1. Actions Taken at Board Meetings

The actions done and decisions made by a majority of the Directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Directors, appointing committees and delegating authority thereto, or amending the STRIVE Collegiate Academy's, Inc. By-laws, where the action of a majority of Directors then in office is required as set out in these By-laws. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.

2. Actions by proxy not permitted
Proxy voting by Directors is not allowed.

3. Actions without a Meeting

The Board may take any required or permitted action without a meeting if all the Directors individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.

4. Board Meeting by Conference Telephone

Directors may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Directors participating in such meeting can simultaneously hear one another and be able to speak to one another [TN Code Annotated 8-44-

108(c)(3)]. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees

1. Appointment of Committees

The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of not less than two Directors, who shall serve at the pleasure of the Board. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

2. Authority of Board Committees

The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Directors
- b. Filling vacancies on the Board or any committee which has the authority of the Board
- c. The amendment or repeal of any Board resolution
- d. The amendment or repeal of By-laws or the adoption of new By-laws
- e. The appointment of other committees of the Board, or the members of the committees

3. Procedures of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these By-laws concerning meetings of the Board, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the Board and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these By-laws.

D. Standard of Care

1. Performance of Duties

Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in STRIVE Collegiate Academy's, Inc. best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others

In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more officers or employees of STRIVE Collegiate Academy, Inc. whom the Director believes to be reliable and competent in the matters presented
- b. Legal counsel, independent accountants or other persons as to matters that the Board believes are within that person's professional or expert competence

c. A Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted

3. Investments

In investing and dealing with all assets held by STRIVE Collegiate Academy, Inc. for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to STRIVE Collegiate Academy, Inc.

E. Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Director shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Director; or (d) any other matter at the discretion of a majority of the Directors then present.

G. Duty to Maintain Board Confidences

Every Director has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Director violating this confidence may be removed from the Board.

VI. Officers

A. Designation of Officers

The officers of STRIVE Collegiate Academy, Inc. will consist of Chair, Vice Chair, Secretary and Treasurer. STRIVE Collegiate Academy, Inc. also may have such other officers as the Board deems advisable.

1. Chair: Subject to Board control, the Chair has general supervision, direction and control of the affairs of STRIVE Collegiate Academy, Inc., and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair: If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary: The Secretary shall: (a) keep or cause to be kept, at STRIVE Collegiate Academy's, Inc. Executive Director office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of STRIVE Collegiate Academy's, Inc. Articles of Incorporation and By-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of STRIVE Collegiate Academy's, Inc. properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited STRIVE Collegiate Academy's, Inc. monies and other valuables in STRIVE Collegiate Academy's, Inc. name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed STRIVE Collegiate Academy's, Inc. funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once per quarter every fiscal year, an account of STRIVE Collegiate Academy's, Inc. financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. Election

The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

2. Eligibility

A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office

Each officer serves at the pleasure of the Board for a one year term, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, with or without cause, at any time. Such removal by majority vote shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to STRIVE Collegiate Academy, Inc., the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

VII. Other Provisions

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of STRIVE Collegiate Academy, Inc. may be signed by the Chair, Treasurer or STRIVE Collegiate Academy's, Inc. Executive Director.

C. Interpretation of Charter

Whenever any provisions of these By-laws are in conflict with the provisions of the Charter, the provisions of these By-laws control.

IX. IRC 501(c) (3) Tax Exemption Provisions

A. Limitations on Activities

No substantial part of the activities of STRIVE Collegiate Academy, Inc. shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and STRIVE Collegiate Academy, Inc. shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these By-laws, STRIVE Collegiate Academy, Inc. Shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c) (3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Internal Revenue Code.

B. Prohibition Against Private Inurement

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that STRIVE Collegiate Academy, Inc. shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

C. Distribution of Assets

Upon the dissolution or winding up of STRIVE Collegiate Academy, Inc., its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

X. Amendment

A majority of the Directors may adopt, amend or repeal these By-laws.

XI. Dissolution

In the event STRIVE Collegiate Academy, Inc. should cease operations for whatever reason, including the non-renewal or revocation of its charter, it is agreed that the chartering authority [as defined in T.C.A. 49-13-104(4)] shall supervise and have authority to conduct the winding up of the business and affairs of STRIVE Collegiate Academy, Inc.; provided, however, that in doing so, the chartering authority does not assume any liability incurred by STRIVE Collegiate Academy, Inc. beyond the funds allocated to it by the chartering authority under the charter agreement. The chartering authority hereunder shall include, but shall not be limited to, the return and disposition of any assets acquired by purchase or donation by STRIVE Collegiate Academy, Inc. during the time of its existence.

These by-laws are hereby adopted unanimously by the STRIVE Collegiate Academy, Inc. Board of Directors at the board meeting of STRIVE Collegiate Academy, Inc. on February 26, 2014.

LaKendra Butler
Founder

Tyronda Burgess
Director

Dave Carter
Director

Sarah Ezell
Director

Hada Flores
Director

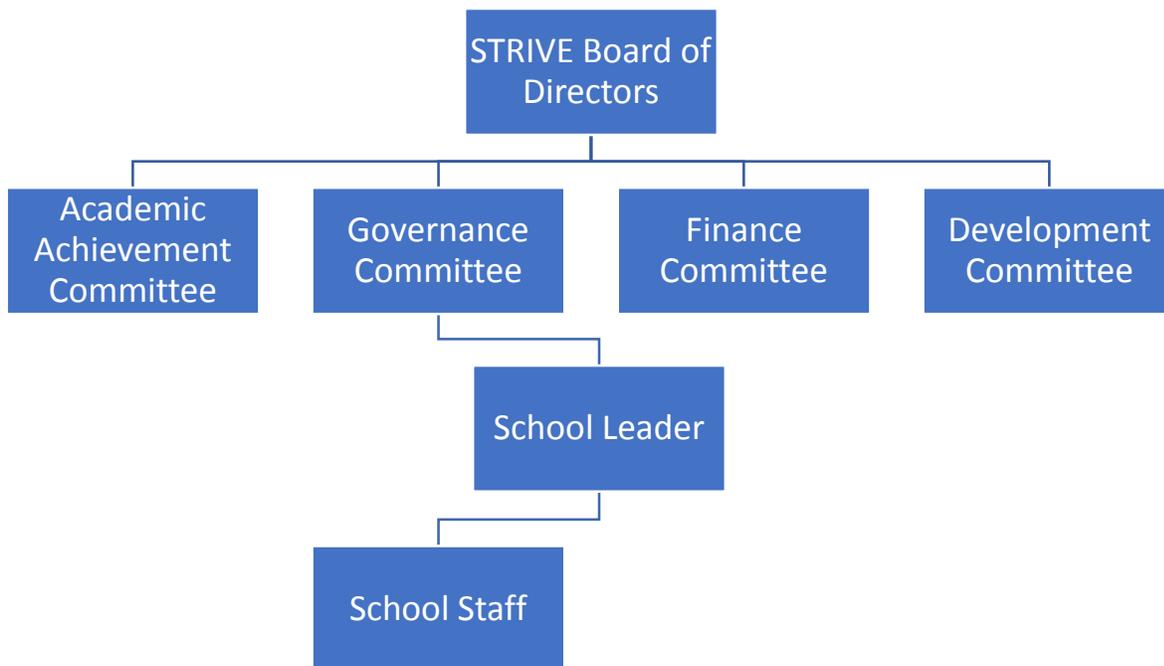
Karl Houston
Director

Joseph Williams
Director

3C: STRIVE Organizational Chart showing relationship between the Board, School Leader, and Sub-Committees

The Board will hold regular monthly meetings during the year as the Board determines to discuss STRIVE’s academic performance and operations and hear reports from appropriate committees, consider and adopt policies, and consider requests and concerns from parents, students, and teachers. The School Leader will provide a written report for each meeting, including a dashboard of key metrics in the school’s performance management system, as described above. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of 51% of the Board is present. The school and Board will comply with the open meetings and open records laws and Board discussions and policies will be communicated to staff and families through existing communication channels.

The Board will work efficiently through a committee structure. The committees will include a governance committee, an academic achievement committee, a finance committee and a development committee. The Board may establish other committees and/or task forces from time to time that it deems necessary for carrying out its responsibilities. Certain tasks will be delegated to the committees who, in turn, will recommend a particular action to the full Board for discussion, consideration, and possibly a vote. Each Board member will serve on at least one committee, based on his or her area of interest and experience. Committees will work closely with the school administration, teaching staff, Board members, and outside individuals and organizations, when appropriate, to achieve their objectives.



Attachment 3D: STRIVE Board of Directors and Proposed School Leader Resumes

3D – Resume, STRIVE Board, Director

TYRONDA HOWSE BURGESS

700 Wyntree North, Hermitage, Tennessee 37076

(615) 883-5365; (615) 243-3160 (cell)

email: thburgess@yahoo.com

Education

MBA, University of Memphis (formerly Memphis State University), Memphis, Tennessee, with a concentration in Management. Graduated: May 13, 1994.

BBA, Middle Tennessee State University, Murfreesboro, Tennessee, with a concentration in Accounting. Graduated: May 13, 1989.

Experience

10/2012 – Present **Kairos Community AME Church, Nashville, TN**

Senior Pastor

In this position I have responsibility for the administration, nurture, spiritual growth and development of the 200+ member congregation.

9/2007 – 2/2013

Metropolitan Government of Nashville and Davidson County Metropolitan Action Commission, Nashville, TN

Chief Financial Officer

In this position, I serve as a member of the Executive Leadership Team of the Agency. I have oversight of the \$26 million dollar budget of the Agency, including the \$12 million dollar Head Start grant, which is the largest single grant in Metro government. I lead a team of four Accounting professionals. My responsibilities include, but are not limited to:

- budget preparation, oversight and administration
- internal fiscal reporting to key management and Boards of Commissioners
- safeguarding the Agency's assets, by establishing appropriate internal controls
- reporting to Federal, State, Local and private grantors/funders
- oversight of the Payroll, Accounts Payable, Accounts Receivable and Procurement functions in the business office
- preparation for the annual Single Audit
- preparation of "prepared by client" schedules for annual audit
- monitoring cash flow and ensure availability of funds to meet operational needs
- recommending revisions to the Accounting Policies and Procedures
- ensuring compliance with all Federal, State and Local regulations
- serving as the Agency's Chief Accountable Official for the five million dollars in funds received through the American Recovery and Reinvestment Act
- serving as the Agency liaison with the Federal Emergency Management Agency (FEMA) during the flood recovery.

11/2004 – 9/2007

Thirteenth Episcopal District – AME Church, Nashville, TN

African Methodist Episcopal Church Denominational District office for the State of Tennessee and the Commonwealth of Kentucky.

Executive Aide to the Bishop/Fiscal Officer

In this position, I managed the day-to-day operation of the 13th Episcopal District, including the supervision of two full-time administrative staffers and a pool of over 100 volunteers. I had full responsibility for the Fund Accounting, Payroll, Tax Reporting, Logistics, Purchasing and Event Planning functions of the Organization.

11/2001 – 11/2004

Memphis Leadership Foundation, Memphis, TN

A Christian, not-for-profit organization that seeks to meet the needs of the poor in Memphis, TN.

Chief Administrative Officer

In this position, I supervised a support staff of nine administrative professionals and two maintenance professionals. I had full responsibility for the Finance, Accounting, Human Resources, Compensation, Benefits, Facilities and Logistics functions of the Foundation. These responsibilities included, but were not limited to:

- served on the Foundation's Senior Leadership Team
- budget preparation, oversight and administration
- internal fiscal reporting to key management and Boards of Directors for multiple ministries of the Foundation
- safeguarding the Foundation's assets, by establishing appropriate internal controls
- reporting to external grantors
- oversight of the Payroll, Accounts Payable, Accounts Receivable and Purchasing functions in the business office
- preparation of quarterly 941 and annual Federal 990 Tax returns
- preparation of "prepared by client" schedules for annual audit
- maintained the ministry fleet of vehicles

2/1999 – 2/2002

Saint Andrew AME Church, Memphis, TN

A multifaceted church in the South Memphis community with an enterprise of ministries, funded programs and corporations. St. Andrew has the largest African Methodist Episcopal Church congregation in the states of Tennessee and Kentucky.

Assistant Pastor

In this position, I served as a member of the Administrative Team and had responsibility for the nurture and discipleship of the 1,600+ members of the congregation. In addition to my pastoral and congregational responsibilities, in January 2000 I was given primary responsibility for the fiscal management of the church and its related organizations' finances; which included the Ernestine Rivers Child Care Center, The Works, Inc. (a community development agency); the Circles of Success Learning Academy (a State charter school) and the Community Life Center. St. Andrew received funding from the State of Tennessee and various public and private foundations.

10/1996 – 12/1998

Oasis Center, Inc., Nashville, TN

A nationally acclaimed not-for-profit agency that serves teens and their families through counseling, outreach, residential and educational programs.

Financial Services Director

In this position, I had full responsibility for the administration of the Agency's \$2.2 million dollar budget. These responsibilities included:

- budget preparation, oversight and administration
- internal fiscal reporting to key management and Boards of Directors
- safeguarding the agency's assets, by establishing appropriate internal controls
- reporting to external grantors, including the United Way of Middle Tennessee, various local charitable foundations, and local, state and federal government agencies
- ensured compliance with contracts with the State of Tennessee Department of Children Services
- oversight of the Payroll, Accounts Payable, Accounts Receivable, Banking and Investment functions
- preparation of quarterly 941 tax returns and the annual 990 Federal Tax return
- preparation of "prepared by client" schedules for annual audit

6/1993 – 7/1996

Promus Hotel Corporation, Memphis, TN

A leader in the hospitality industry with four major hotel brands: Embassy Suites, Hampton Inn, Homewood Suites and Hampton Inn & Suites.

Senior Financial Analyst

In this position, I was responsible for the final capital analysis of all proposed hotel developments and special projects. I was also responsible for the coordination, preparation and consolidation of the Annual Corporate Plan, as well as quarterly reviews of the Annual Plan and year-end and long-range forecasts for all four hotel brands.

Financial Analyst

In this position, I was responsible for the analysis of proposed capital projects; particularly, new hotel developments and hotel conversions.

6/1985 – 8/1992

Northern Telecom, Inc., Nashville, TN

A leader in the telecommunication industry.

Cash Accountant II

In this position, I was responsible for the daily balancing of cash transactions. I reconciled approximately 55 bank accounts on a monthly basis and served as a liaison between the Treasury and Accounting departments to ensure proper recording of approximately \$20,000,000 in daily cash transactions.

Staff Accountant I

In this position, I was responsible for recording month-end close transactions for all International divisions (approximately 95 divisions), as well as 20 divisions within the United States.

INROADS Intern

As an INROADS Intern, I worked in various areas within the Accounting department, including Cost Accounting (Summer 1985), Accounts Payable (Summer 1986), Accounts Receivable/Collections (Summer 1986), Results (Summer 1987), Financial Planning and Analysis (Summer 1988).

Community Involvement

Ordained Minister, African Methodist Episcopal Church
Financial Secretary, African Methodist Episcopal Church Connectional Women in Ministry
First Vice-President, 13th Episcopal District – Women in Ministry
Treasurer, National Consortium of Black Women in Ministry
Member, Alpha Kappa Alpha Sorority, Inc. (Past Chapter President – two terms)
Member, INROADS/Nashville Alumni Association
Leadership Memphis Class of 2005
Young Leaders Council Class #30 Alumna, Nashville, Tennessee
Young Leader Intern, Bethlehem Centers of Nashville Board of Directors
Past Board Member, American Heart Association – Southwest Affiliate
Past Board Member, Circles of Success Learning Academy, Memphis, TN
Past Board Member, Lupus Foundation of America (Middle Tennessee Region)
Past Board Member, Community Resource Center, Nashville, TN
Past Board Member, INROADS/Memphis, Inc., Memphis, TN
Past Board Member, Walden Woods Home Owners Association, Hermitage, TN
Past Board Member, Circles of Success Learning Academy, Memphis, TN
Former Big Sister in the Big Brother/Big Sister of Greater Memphis Program

DAVID C. CARTER

5006 WOODLAND HILLS DRIVE, BRENTWOOD, TN 37027, 615-939-0725

PROFESSIONAL EXPERIENCE

September, 2010–Present, INTEGRITY SOLUTIONS LLC, Principal and COO.

I purchased, with two partners, a 40-year old international corporate learning, development, and consulting company. Our key clients include Johnson and Johnson, Coca Cola, VA Hospitals, Amica Insurance, Delta Faucet, Comcast, and Microsoft. I oversee all facets of the company but focus on driving incremental sales.

- **Driver of Growth.** In 2012 we grew revenues from \$4.5 million to \$8 million; forecasting \$10 million in revenue in 2013. EBIDTA will increase from \$100K to \$2 million in three years. Company debt has been refinanced from 13% to 5%. Two corporations are exploring purchasing our company.
- **Sales Force Expansion.** Developed three sales channels (direct, distributor, international) to grow sales rapidly. Rolled out Sales Force CRM for the entire sales division so we could begin growing our client base intelligently. Opened new distributor offices in China, Ireland, India and Japan.

September 2010–Present, Mi6X Ventures LLC, Principal, President/CEO.

I founded a holding company that owns and operates several companies: **Diamond Light Sports & Entertainment** produces live sporting/entertainment events in the Southeast for ESPN, NBC Sports, Fox News, HGTV, High School Sports Associations, and Country Music Labels; **Tilted Palm** produces and markets all natural cocktail mixes nationwide; and **Mi6X Healthcare** provides services to self-insured corporations to audit all of their employee healthcare costs and implement specific alternative solutions to reduce costs long term. Collectively, these companies have grown to over \$5 million in revenue without outside investment.

May 2001–September 2010, COMCAST

Regional Vice President and General Manager, South Central Region, (Nashville, TN).

I led a Region that includes 7 states, 17 markets, 1.5 million subscriber homes, 230 sales/operations associates, and \$135 million in gross annual sales in television, internet, and mobile advertising. I managed all functions: sales, marketing, finance, human resources, technical, and operations.

- **Execution.** Our Region exceeded revenue/cash flow budgets for 10 of the last 10 years including 2008 and 2009. We accomplished this through goal clarity and generating the activity to achieve those goals.
- **Profitability.** Our Region generated in excess of \$130 million in gross revenue and \$84 million in cash flow (64% margin) in 2009; accomplished in small and mid-size markets with low ad expenditures driven primarily from local advertisers.

- **Innovation.** Our Region led the company in Internet, Interactive Television, Addressable Advertising, Mobile Couponing and Video-On-Demand sales with over \$3 million in 2010. Co-founded the auto website Vehix.com that went national. Launched cable networks CSS and CSN TV49.
- **Rapid Market Development.** Our Region grew from 3 markets, in 2001, to 17 markets in 2006. Our direct sales force increased from 4 sales leaders and 29 sellers to 25 sales leaders and 120 sellers.
- **Broadcast Parity.** In Nashville we billed more than WTVF in 2006 thru 2010; it was the only Top 30 DMA where a cable advertising company generated more revenue than the top Broadcaster.
- **Merger, Acquisitions and Partnerships.** I planned and executed over one hundred legal business deals. The largest included the acquisition of a \$15 million company in Jackson, Mississippi.
- **Developing Leaders.** I am focused on developing associates and managers into leaders. In the last ten years my Region produced 20+ Vice President level leaders to other Comcast Divisions.
- **Environment of Integrity.** Eighth consecutive year (2010) with highest Credo Speak (Employee Survey) results in Comcast. Our Region maintained a great work and associate development culture.

1996–2001, AT&T

Vice President & General Manager, 1999 - 2001 (Nashville). I led an operation of 80 associates. I increased revenue from \$12 million (1999) to \$24 million (2001). ATT “GM of the Year” Award in 2000.

Division Director of Sales and Operations, Eastern Division, 1996 – 1999 (Chicago). I led Sales, Finance and Technical Operations functions in our Eastern Division. The Division encompassed the Eastern U.S., 32 markets, and 800 associates, and \$750 million in revenue.

PROFESSIONAL (ADDITIONAL)

1992–1996, BELL CANADA (BCE), Augusta, GA, General Sales Manager

1985–2005, U.S. Army Signal Corps (Telecommunications), Lieutenant Colonel.

- Served five years on active duty including combat tours in Panama and the Middle East.
- One of 25 Captains to receive the 1994 “General MacArthur” U.S. Army Leadership Award.
- Four years as a Senior Instructor at the U.S. Army’s Command and General Staff College.

1993 – 1995, University of South Carolina, Adjunct Faculty Business Instructor.

EDUCATION

MBA, Brenau University, 1990

BA, Furman University, 1987

PERSONAL

- Board Member at Vanderbilt Children’s Hospital, Nashville Sports Council and Music City Bowl Boards.

HADA MARICELA FLORES

1407 Hawkins St. Apt. #2 ♦ Nashville, TN 37203 ♦ (650) 455-6180

E-mail: hada.m.flores@gmail.com

Education

**Peabody College of Education & Human Development
Vanderbilt University**

*Master of Education in International Education Policy and Management
Certificate in Latin American Studies*

Nashville, TN
Aug 2010- May 2012

Stanford University

Bachelor of Arts in International Relations, June 2007

Palo Alto, CA
Aug 2003- June 2007

Experience

Tennessee Department of Education – Curriculum & Instruction

Director, Training & Support

Nashville, TN
Aug 2012-Present

- Manage and coordinate state-led professional development trainings for Tennessee educators and leaders that support their understanding, transition, and implementation to the Common Core State Standards.
- Selected and manage our Core Coaches, 700 teacher-leaders that facilitated trainings to close to 30,000 teachers across the state and Leadership Coaches, 90+ school and district leaders that are currently facilitating training for educator leaders on the Common Core State Standards.

Vanderbilt University Principal Effectiveness Study

Principal Effectiveness Researcher

Miami, FL
February 2012

- Shadowed, surveyed, and interviewed K-12 principals in the Miami-Dade County Public School District on all areas of performance including their roles as instructional leaders and culture-builders.
- Collected data that will be used to generate findings about the relationship between principal's effectiveness and teacher and student outcomes.

**Vanderbilt University PLAN (Principal's Leadership Academy of Nashville) Nashville, TN
& ELLE (Educational Leadership Learning Exchange) Program**

Program Coordinator

Aug. 2010- May 2012

- Advise and provide feedback on professional development sessions for up-and-coming principals.
- Led a session on the benefits of changing routines in instruction.
- Facilitate communication between the program director and 18-20 PLAN participants.
- Plan and coordinate events throughout the year, including, the two-week exchange program where 18-20 Chinese principals receive lectures and visit schools in the Metro Nashville Public Schools District.

World Bank El Proyecto de Mejoramiento de la Educación Media
(Project for the Improvement of High School Education)
Educational Consultant and Intern (World Bank & Department of Antioquia)

La Ceja, Colombia
May 2011 – Aug 2011

- Observed courses and interviewed teachers, students and school directors to determine strengths, weaknesses, and evaluate challenges.

YES Public Schools – East End Campus (Charter School)
6th & 7th Grade Social Studies/English/ ELL (English Language Learners) Instructor

Houston, TX
Aug. 2007 – June 2010

- YES Student Body Profile: 90% are first-generation college bound, 80% economically disadvantaged, and 95% are Hispanic or African American.
- Designed a rigorous, 6th grade Social Studies curriculum that aligned to district, state, and Advanced Placement (AP) standards.
- Students earned highest scores in the district in the 6th Grade Social Studies Assessment.(2009-2010)
- Earned the highest student evaluation scores for motivating students and building relationships.
- Shared best practices and content-specific resources with other teachers, particularly, with first years.
- In 2009-2010 school year, 98.6% of students passed the reading state exam, and over 49.3% earned a commended performance.

Teach For America (TFA)
2007 Corps Member/ Alum
2007 – June 2009

Houston, TX
June

- Highly selective program: 12-15% acceptance rate.
- Extended my two- year commitment by teaching for an additional school year.
- Led 2-3 professional development sessions per school year for 3-4 first year-corps members on lesson planning and creating assessments.
- Actively participate in recruiting events and fairs to encourage college students to apply to TFA.

Consulting Projects

- “Leading Globally Diverse Organizations” course in Organizational Leadership program. For final project, consulted for Vanderbilt’s Owen Graduate School of Management to create a diversity and inclusion strategic initiative for the school.
- “Project Pyramid” course in Vanderbilt’s Owen Graduate School of Management. For semester project, consulted for the *Primeros Pasos Health Clinic* in Quetzaltenango, Guatemala on ways to generate funds to ensure its financial sustainability. Additionally, translated all documents and presenting our final proposal to the clinic stakeholders in Spanish.

OTHER

Skills: Microsoft Office, SPSS

Other Languages: Spanish (Fluent – Native Speaker)

Other Activities:

- Peer Career Advisor, Peabody College, *2011-Present*
- Student Ambassador, Hubert H. Humphrey International Fellowship Program, *2011- Present*
- IEPM Mentor, Peabody College, *2011-Present*
- TFA Alumni Board member

3D – Resume, STRIVE Board Secretary

Sarah Ann Dickinson Ezzell
3635 Knollwood Road, Nashville, Tennessee 37215
615-385-2710

Education

1975 Master of Education, Elementary School Counseling
Georgia State University
1973 Master of Education, Elementary Education
Georgia State University
1970 Bachelor of Science, Elementary Education
University of Georgia

Certification

Tennessee Certificate, T-5, Elementary Grades 1-8
Tennessee Certificate SC-5, School Counselor 1-8

Professional Experience

2003-present Director of Business Development, The Worth Collection, Ltd.
2002-2003 part time sales associate Henig Furs
1978-1999 Ensworth School, Nashville, TN
7th and 8th grade-science
5th and 6th grade-math
Pre1st-8th grades-Life Skills Coordinator
Pre1st-8th grades-Guidance Counselor
6th-8th grades-Administrator
1976-1978 Pace Academy, Atlanta, GA
5th grade teacher-science and language arts
1975-1976 Westminster School, Atlanta, GA
3rd grade assistant teacher
1970-1975 Snapfinger School, Atlanta, GA
6th grade teacher-English and reading
7th grade teacher-science, English and social studies
Grade level chairman, 2 years

Community Involvement

Member St. George's Episcopal Church
Member of Altar Guild of St. George's Episcopal Church, 2009-present
Sustaining member Junior League of Nashville
Member of the Board of Trustees of Harpeth Hall School, 1999-2005

Board member, Family and Children's Service 2005-present
Member of the Centennial Club of Nashville
Member of Advisory Board, Bal d' Hiver, Kappa Alpha Theta, 2009-present

Professional Presentations

Presentation, Life Skills, Tennessee Association of Independent Schools, 1982, 1986, 1990
Presentation, Life Skills, National Association of Independent Schools, 1980 and 1990
Week-long Life Skills workshop, 1989
Session presenter, Georgia Independent School Association, 1991
Presentation, National Association of Independent Schools, "Having Good Conferences about Bad News," 1992

Leadership

Founding member Independent School Counselor's Network, Nashville, TN
Chaired Entertainment Committee, MBA Project Graduation, 2000
Chaired Graduation Celebration, Harpeth Hall School, 2001
Executive Committee Harpeth Hall Parent Association, VP-Campus Affairs, 2000-2001
Trustee, The Harpeth Hall School
 Chair, Strategic Planning Committee, 2001-2002 and 2002-2003
Member Past Parent-Grandparent's Committee, Harpeth Hall's Capital Campaign 2003
Co-Chairman, Academy for Women of Achievement for the YWCA, 2001
Chairman, Bal d'Hiver, for Kappa Alpha Theta, 2002
Member of Advisory Committee, Bal d' Hiver 2008-present
Co-chairman of the Production Committee for the Swan Ball, 2004-2006
Co-Chairman, FrivoliTIES, fundraiser for Family and Children's Service, 2006
Honoree, FrivoliTIES, Family and Children's Service, 2009
Vice-Chair of Board/Governance Chair Family and Children's Service, 2008-2010
Board Chair Family and Children's Service, 2010-present
Chairman of the Literary Society for The Centennial Club of Nashville, 2009-present
Recognized as Kappa Alpha Theta, "Theta of the Year" 2010-2011

3D – Resume, STRIVE Board, Director

KARL L. HOUSTON

2572 Treetop Drive, Antioch TN 37013

Email: houston2572@aol.com

LinkedIn: [linkedin.com/in/karlhouston](https://www.linkedin.com/in/karlhouston)

Cellular phone: 615.426.3758

SENIOR EXECUTIVE: *A STRATEGIC VISIONARY WITH 22 YEARS OF SUCCESSFUL EXPERIENCE PROVIDING FISCAL, STRATEGIC, OPERATIONS, MARKETING AND COMMUNICATIONS LEADERSHIP*

QUALIFICATIONS

Senior level executive with a strong track record of performance in management and leadership. Highly collaborative and strong consensus builder capable of exercising positive influence to drive positive outcomes. Success in talent identification, recruitment, development and retention. Track record of increased responsibility leading to improved operations, branding and financial performance. Additional areas of expertise include:

- Strategy, Vision & Mission Planning
- Marketing Leadership
- Community Relations
- Profitability & Cost Analysis
- Programs, Services & Products
- Contract Negotiations, Strategic Alliances & Vendor relations
- Finance, & Budgeting Management
- Public Relations, Crisis Communications & Media Relations
- Policy & Procedure Development
- Donations Management
- Team Building & Performance Improvement
- Risk management

SIGNIFICANT ACCOMPLISHMENTS

- Led and managed a significant rebranding campaign for Goodwill Industries of Middle Tennessee.
- Establishing a new logo, branding guidelines, rebranding of all internal and external collateral, and rebranding of all facilities.
- Rebranding of Career Solutions from Employment and Training Services, and e-Commerce – Shop Goodwill to Online goodwill.
- Grew donations operations from a 24 center operation of 281,000 donors to a 78 center system generating 1.3 million donors, 479% increase in donations to support the retail operation.
- Implemented two five-year strategic plans for the donations department in connection with the donated goods operating unit, each significantly increased revenue and generated even greater growth in operating margin.
- Executive responsible for team of internal staff that has produced 48 donation center openings in past sixteen years.
- Diversified our collection models to expand the operation.

- Established a special project division of the donations department to capture non-traditional donations; corporate, university, and neighborhood donation drives, estate pick-ups and surplus donations
- Instituted the Goodwill Cares program; Wheel-to-Work program, Community Closet Program and the Medical Equipment Program.
- Developed and continues to manage an award winning marketing campaign that has received seven Gold Addys, three Silver Addys, one Regional Gold Addy, Mosaic Award for Diversity, five Gold Parthenon Awards, and honored twice with first place for the AIMS awards for excellences in marketing.
- Led donation management team that transformed the donation operations and outcomes through application of continuous improvement and training.
- Established an in-house marketing department with marketing professionals which reduced cost and gain efficiencies. 90% of marketing activities are produced in-house.
- Initiated a pro-active and aggressive PR strategy that generates an annual average of \$2.6 million in earned TV value.
- Developed a creative team that controls all aspects of the brand, and advertising.
- Developed a communications team that controls all aspects of internal and external communications, core message development, and social media engagement
- Established and publishes a quarterly sixteen page external magazine, The Ambassador, and a twelve page internal magazine, Living the Mission
- Recruitment and development of high performance team members.
- Established Goodwill Sign Solutions in 2007, only one of two Goodwills in the US with its own sign shop. The operation expanded in 2012.

PROFESSIONAL EXPERIENCE

Goodwill Industries of Middle Tennessee, Inc. – Nashville, Tennessee

- Senior Director of Marketing and Community Relations—April 2006 to present.
 - Responsible for the development, coordination and execution of the company’s brand, marketing, advertising/promotions, community relations, communications, market research, public and media relations. Manages all aspects of Sign Solutions, Goodwill’s sign shop.
 - Responsibilities continued for the donations and Special Projects department.
- Senior Director of Donations – October 1999 to April 2006.
 - Responsible for strategic direction and operations of the donations department. Lead role in market development, program development, donor development, site selection, facility management and lease negotiations. Member of the donated goods management team.
 - Responsibilities included Special Projects department.
- Donation Manager, September 1997 to October 1999.
 - Responsible for the day-to-day operations of the donations department.

CRW Financial (Southeastern Region) – Columbia, SC

- Regional VP of Sales & Marketing—August 1991 – 1997
 - Served on the executive management team. Primarily responsible for leading sales and marketing professionals to accomplishing an aggressive growth plan. This includes: Developing and implementing innovative marketing and sales strategies; planning product development, as well

as pricing strategies; negotiating contracts; and conducting public relations campaigns. Implemented a customer service quality assurance program. *Notable Accomplishments:* 1993, 1994 & 1995 profit/revenue goal by 179%, 286%, and 253%, respectively.

Liberty Life Insurance Company – Columbia, SC Sales Manager and Agent—May 1989 - Aug 1991

- Significant responsibilities in sales and marketing of insurance products. Established a sound system for corporate and consumer development, client needs analysis, proposal preparation and presentation; processing applications, and client servicing. Maintained all records concerning the management of client base and fiscal activities. *Notable Accomplishment:* Pacesetters' Award, Blue Vase Award, Top 10 Agents' Award, and Lowest 1st year lapse ratio.

Palmetto Legal Research Services– Columbia, SC

- Founder and Co-Owner—September 1987 – July 1991
SOUTH CAROLINA PROTECTION & ADVOCACY SYSTEM FOR THE HANDICAPPED, INC. – COLUMBIA, SC
- Legal Assistant—August 1987 – May 1989
STATE OF SOUTH CAROLINA, OFFICE OF EXECUTIVE CONTROL – COLUMBIA, SC
- Governor's Intern (Office of Public Relations)—January 1984 – August 1986

EDUCATION, CERTIFICATIONS & TRAINING

University of South Carolina (USC), Columbia, SC: Psychology, 1983- 1986. Minor: Business Admin, Marketing

OTHER TRAINING AND CERTIFICATIONS –

- **Goodwill Industries International *Executive Development Program*** – Certificate: 2000
- **The National Center for Paralegal Training, Atlanta GA** - 120 hours - Certification: 1987
- **Labor Relations Alternative, Inc., Albany NY** - 18 Hours - Certification : December 1988
- **Life Underwriter Training Council, Bethesda MD** - Diploma, Life Insurance Marketing:1989-1991
- **Nashville Education, Community, and Arts Television (NECAT)** – Certified TV Producer & Technical Director - 2013
- **Ordained Baptist Minister**, July 1999
- **Youth Pastor** — 2001 to present

AWARDS

Finalist, Chief Marketing Officer Award; Nashville Business Journal—2013; Dean's List - College of Humanities and Social Science, USC; National Dean's List; Opportunity Scholar; Undergraduate Speaker's Award, Kappa Alpha Psi Fraternity; the Order of Omega Honor Society; Who's Who in the South & Southwest, and Who's Who in Finance & Industry.

BOARDS & MEMBERSHIPS

Chief Marketing Officer Council, Nashville AMA chapter ♦ American Marketing Association, Nashville chapter ♦ American Advertising Federation, Nashville chapter ♦ Nashville Chamber of Commerce ♦ Young Leader Council ♦ Marketing Advisory Council, Goodwill Industries International ♦ Life member, Kappa

Alpha Psi Fraternity, Inc. ♦ Director's Network Committee, Center for Nonprofit Management ♦ Notary Public ♦ The Brookland Foundation, Board of Directors & Treasurer ♦ Council of Community Services, Board of Directors ♦ The Bridge Outreach Ministries, Board of Directors & Chair

3D – Resume, STRIVE Board, Vice Chair

JOHN JOSEPH WILLIAMS JR.

3414 SPRINGBROOK DR • NASHVILLE, TN 37204 • (901) 603-0505 • JOSEPH.WILLIAMS.24@GMAIL.COM

EDUCATION

Vanderbilt University Law School, Nashville, TN Candidate for J.D., May 2014, GPA: 3.56

Activities: Moot Court Competition 2012; Legal Aid Society, Board Member 2011-2014; Christian Legal Society; Federalist Society, President 2013-14, Treasurer 2012-13, 1L Rep 2011-2012; Vanderbilt Bar Association, Board of Governors Community Service Chair 2012-2013.

Vanderbilt University, Nashville, TN May 2009

B.A. in Political Science and Economics, *magna cum laude* GPA: 3.72

Honors: Vanderbilt Outstanding Senior, 2008 – selected by faculty, staff, and student body as Top Senior of Class of 2009; Young Alumni Trustee nominee, 2009; Deans List, six semesters

Activities: Beta Upsilon Chi fraternity, Social Chair & Vice-President; VUcept Student Orientation Leader; Alternative Spring Break; Cru, Leadership Team; Vanderbilt TV; Vanderbilt Theatre, 2005; Columnist for *The Vanderbilt Hustler*, 2005.

EXPERIENCE

American Center for Law and Justice, Franklin, TN Summer 2012 - Present

Blackstone Legal Fellowship Intern: Researched and drafted memoranda on *Arizona v. U.S.*, *National Federation of Independent Business v. Sebelius (Affordable Care Act case)*, and President Obama's invocation of executive privilege in Congress's Fast & Furious investigation. Drafted model legislation concerning free exercise protections for students in educational settings. Drafted congressional findings and constitutional authority section for Congressional bill. Researched and drafted memorandum concerning particularity of pleading, theory of falsity, and overcharging the government under the False Claims Act. Drafted memoranda for various tort claims under California law for high-profile civil suit. Drafted talking points memos for constitutional law debates on national news programs. Participated in three weeks of seminars on legal philosophy, constitutional jurisprudence, personal ethics and career opportunities. Continued to work at ACLJ for 10-20 hours per week during school year.

Teach For America, Nashville, TN June 2009 – July 2012

Corps Member: Selected from 20,000 applicants nationwide to join national teacher corps of recent college graduates who commit two years to teach in under-resourced public schools. Engaged in full schedule of professional development activities, including seminars, discussion groups, and workshops. *June 2009 – June 2011. Alumni Board Member:* Served on the advisory board to the Nashville TFA office. *August 2011 – July 2012.*

Whites Creek High School, Nashville, TN 2009 - 2011

Social Studies Department Chair: Led meetings for department; wrote and established common grading policy, curriculum pacing guides, and grading standards. **Small Learning Community Facilitator/Lead Teacher:** Facilitated weekly professional learning community meetings for teachers, led professional development, and served on school's leadership team to implement reforms. **Golf Coach:** Founded and coached both boys and girls golf teams comprised entirely of first-time golfers.

Vanderbilt Student Government, Nashville, TN 2007-2009

Student Body President, Chief of Staff: Led over 150 students in an organization with \$110,000 budget providing services for students and negotiating with administrators for policy changes on campus.

U.S. Senate-Senator Lamar Alexander, Washington, D.C. Summer 2008

Summer Press Intern: Prepared and distributed press briefings for Senator and staff; attended legislative briefings, committee hearings, and floor debate; communicated with media outlets in D.C. and TN while aiding in legislative research for speeches and press releases.

3D – Resume, STRIVE Founder and School Leader

LaKendra C. Butler
lakendract@yahoo.com

Cell: 972.339.2336
Work: 615.208.5039

6109 Tuckaleechee Lane
Antioch, TN 37013

EDUCATION

The University of Texas at Austin

B.A., Psychology
B.S.W., Social Work

May 2004
December 2004

National Louis University

Master of Education (M.Ed.)

March 2010

EXPERIENCE

Tennessee Charter School Center

Education Entrepreneur Fellow

July 2013- present

- Participate in charter leadership trainings and site visits facilitated by TCSC covering areas such as Standards and Curriculum Development, Talent Management, Community Engagement, Governance, Charter Finance and Operations, Charter Facilities Management, and any other areas as may be determined by TCSC.
- Participate in school residencies at high performing charter schools as selected by TCSC.

KIPP TRUTH Academy

Director of KIPP Through College

Sept. 2012- June 2013

- Created a KIPP Through College (KTC) Plan in a way that aligns with the region-wide vision and goals.
- Led, managed, and developed the KTC Team, interns and work study employees
- Analyzed KTC data, quantify current outcomes and future demands, map current dosage and duration of services, and develop a clear vision of how the KIPP DFW region support the To and Through mission
- Managed the KTC budget and collaborate with the KIPP DFW Executive Director and Director of Finance to ensure accurate financial reporting and responsible budget development
- Collaborated with the KIPP Foundation to plan and execute of the KIPP Foundation's Program for College Completion, College Partnership Initiative, and College Connections Initiative for KIPP DFW
- Managed KTC communication, events, and services focused on college readiness, college access, college persistence, college completion, and career readiness
- Cultivated and maintained critical relationships with college, universities, outreach programs, and scholarship organizations
- Developed strategic partnerships with organizations that can help prepare alumni for success in high school and college, including providing academic support, social support, summer opportunities, and employment

Principal

Jan 2011- Sept. 2012

Assistant Principal

July 2008-Dec. 2010

- Observed, evaluated, and provided feedback to teachers and other staff members.

- Created a plan for, implement, and supervise daily dismissal of students
- Planned and managed all aspects of student transportation including, but not limited to, monitoring the bus drivers, direct contact for the bus company, creating bus routes & schedules with the bus company, etc.
- Created opportunities for parents to get involved including, but not limited to, Parent as Partners meetings, Parent Committees, etc.
- Directed and supervised all aspects of Saturday School, serving as Saturday School Principal
- Supervised and managed Teacher Fellows/Apprentices, including, but not limited to, regular meetings, evaluations, and feedback
- Prepared daily schedules and agendas for, and lead daily Morning Meetings
- Prepared for, schedule and conduct all MAP testing administrations
- Created and maintained consistent means for students to share their voices, ideas and opinions with a Team & Family Council
- Developed, in conjunction with other leaders, specific goals and objectives for each Staff Development Day
- Enforced guidelines to maintain proper discipline and conduct
- Assisted in the development and administration of policies dealing with discipline, conduct, and attendance.
- Communicated relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
- Coordinated & supervised KIPP TRUTH Academy's volunteers and volunteer opportunities
- Created & facilitated school-wide Teacher Mentor Program
- Led & evaluated the school-wide Special Education program
- Coordinated, along with other leaders, the planning of the annual KIPP Summit

Teacher

July 2007- Jan. 2012

- Provided quality instruction to fifth graders in the subject area of U.S. History and Physical Education.
- Planned and implement instructional methods for quality instruction to the students.
- Differentiated instruction to meet varied abilities within the classroom.
- Formulated tracking systems to measure the growth and success of my students.

Teach For America

July 2005- June 2007

Atlanta Public School, Instructional Staff, Teacher

- Provided quality instruction to ninth and tenth graders in the subject area of World Geography & Citizenship and to eleventh and twelfth graders in the subject area of Law.
- Planned and implemented instructional methods for quality instruction to the students.
- Engaged in on-going professional development to improve the quality of instruction in the classroom.
- Differentiated instruction to meet varied abilities within the classroom.
- 75% of students achieved mastery of state standards along with classroom skills and objectives during first year of teaching.
- Over 80% of students achieved mastery during second year of teaching.
- Formulated goal-oriented lessons plan that are aligned with the curriculum.
- Coached Basketball cheerleaders and Girls Track

Leadership Opportunities, Honors, & Activities

Teach for America

Alumni Association

August 2011- June 2013

- Worked with local TFA alum to increase awareness of educational inequity in the Dallas/Ft. Worth area and increase opportunities to close the achievement gap in Dallas/Ft. Worth Area.

Leadership DISD: Founded in June 2011, Leadership DISD is a non-profit organization independent of Dallas ISD that focuses on developing community leaders who work to transform public education in the City of Dallas and the Dallas Independent School District (DISD) service area.

Inaugural Leadership Class/Alumni

August 2011- Present

- Participated in an intensive ten month training and development experience that provides an in- depth exploration of public education issues, interaction with leaders in education and advocacy, and leadership capacity development.

KIPP TRUTH Academy

Grade Level Chair/Social Studies Content Lead

July 2007- July 2011

- Constantly monitored the improvement of instructional strategies.
- Provided leadership for whole grade levels.
- Facilitated weekly meetings with all Grade Level Chairs and evaluate their performance.
- Created and supervised a plan to ensure all grade levels have several on-going incentives that reward both achievement and character development

KIPP Foundation's KIPP School Leadership Pathways

Principal Prep

June 2008- May 2009

- Participated in the KSLP Program with the KIPP Foundation in the Principal Prep (School Leader Successor Track) Program. In this program, I participated in a top quality Leadership Development Program at New York University and a year-long cohort with other School Leaders around the United States.

Christian Stronghold Church

Children Dance Ministry Leader

August 2009- Jan 2013

- Created and led bible-driven round-table discussions with youth, ages 5-12
- Choreographed and taught Christian-based dance techniques to youth, ages 5-12

Dallas Top 40 Under 40 Awards

2012 Honoree

March 2012

The Dallas Furniture Bank's mission is to provide furniture that meets basic living needs to families and individuals who are transitioning out of homelessness or to others who are in need. Every year, 40 individuals are who doing great work in the community are nominated and recognized for their achievements. I was nominated this year for my work in the Dallas area.

Booker T. Washington High School, Atlanta, GA

TFA Corps Member/Teacher

- | | |
|--|-----------|
| <input type="checkbox"/> Teacher of the Week | 2007 |
| <input type="checkbox"/> Stellar Teacher Award | 2005-2006 |
| <input type="checkbox"/> Stellar Teacher Award | 2006-2007 |

Attachment 4: SCHOOL CALENDAR AND SCHEDULE

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement.

- Describe the annual academic calendar for the school. Explain how this calendar reflects the needs of the academic program. Provide the school's proposed calendar for the first year of operation, including the total number of days/hours of instruction.
- Provide a description of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.
- Describe a typical school day for a teacher and a student.
- Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.
- If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including 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?
- Describe any proposed extra-curricular or co-curricular activities or programming the school will offer; when will they begin, how often will they occur and how will they be funded?
- If applicable, describe any other student focused activities and programs that are an integral part of the educational plan.
- Describe any programs you will offer to parents and/or the community and how they may benefit students, support the school mission and vision of the school, and potential funding.

STRIVE's Effective Use of Additional Time

Research and common sense demonstrate that the idea of providing students who are academically behind a longer school day and longer academic year supports student achievement.⁸⁴ At STRIVE, an extended school day and year will allow students and teachers the opportunity to maximize learning in order for the students to become college-ready graduates and successful in their post-secondary options. Our school year will run approximately two weeks longer than MNPS, and we will hold Saturday sessions five times per year for students and families. In addition to the extended year, the school day will begin at 7:30 a.m. and end at 4:15 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesday, students will be dismissed at 1:30 p.m. This equates to roughly 400 additional hours of schooling (approximately 60 days), when compared to the average district calendar of six hours per day for 180 days.

STRIVE's rigorous, literacy-focused academic program with intensive supports is only possible with intentional use of additional time. The longer school year, which includes our Summer Leadership Academy, allows us to ensure that all of our students are prepared to be successful by learning STRIVE routines and expectations as well as boosting up their essential academic skills. The additional time each day will allow us to provide 90 minutes per day of core instruction in ELA and for all students; 90 minutes per day of math in grades 5 and 6 and 60 minutes per day in 7 and 8; plus daily targeted reading instruction to every student for 45 minutes four times per week; embedded, individualized supports for students through a dedicated tutoring period that meets four times per week; and consistent, curriculum-based leadership development instruction in our Leadership Seminar that meets three times per week. We will also use our additional time to promote our STRIVE values and celebrate students' academic and personal success through our twice weekly Community Meetings. To complement the academic program, we also offer electives to foster student investment and engagement with school; these will also promote student leadership and our literacy focus as student leaders will have the opportunity to help lead an elective, such as student newspaper. Our longer school day also allows us to incorporate physical fitness, a developmental need for middle school students, into each day. Further, we will hold five Saturday Academy sessions during

⁸⁴ The 1994 landmark report, *Prisoners of Time*, released by the National Education Commission on Time and Learning, stated that a school year of 180 six-hour days is no longer enough to provide an effective education to all students and identifies time as a key lever in academic achievement. Many high performing schools across the country – including other successful charter schools in Nashville and the proposed school leader's former high performing charter network – have designed longer school days to provide more time for students to learn.

the school year that leadership opportunities through service and support strong family connections through our Family Data Days. All components of our program are aligned to our mission, and it is through our effective use of additional time that we will achieve our mission and our goals.

STRIVE DRAFT Annual Calendar 2015-2016

July							August							September						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4	2	3	4	5	6	7	8			1	2	3	4	5
5	6	7	8	9	10	11	9	10	11	12	13	14	15	6	7	8	9	10	11	12
12	13	14	15	16	17	18	16	17	18	19	20	21	22	13	14	15	16	17	18	19
19	20	21	22	23	24	25	23	24	25	26	27	28	29	20	21	22	23	24	25	26
26	27	28	29	30	31	1	30	31						27	28	29	30			
5 Instructional Days							21 Instructional Days							21 Instructional Days						
15 Professional Development Days							1 PD Day													
October							November							December						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		
17 Instructional Days							17 Instructional Days							14 Instructional Days						
1 Professional Development Day																				
January							February							March						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	31	1	2	3	4	5	6			1	2	3	4	5
1	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29	30					27	28	29	30	31		
18 Instructional Days							19 Instructional Days							17 Instructional Days						
1 PD Day							1 PD Day							1 PD Day						
April							May							June						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
20 Instructional Days							20 Instructional Days							0 Instructional Days						
							1 PD Day							3 PD Days						

189 Total Instructional Days
24 full PD Days; ~40 ½ PD Days

Key	
Professional Development	Interim Assessment
Staff and Students Present	PARRC Assessments
No Staff or Students	Family Data Days ○
Early Release for Students; PD for teachers	Beginning/End of Quarter
	First/Last Day of School

Additional Detail for Annual Calendar 2015-2016

July		January	
July 6-24	Staff Professional Development (PD)	January 1	Winter Break
July 17 & 24	Parent Orientation	January 4	Data Day (No Students)
July 27-31	First Day of School	January 5	Quarter 3 Begins
July 27-31	Summer Leadership Academy/MAP Testing	January 8	First Friday Breakfast
		January 9	Family Data Day
		January 18	MLK Day (No School)
August		February	
August 3-7	Summer Leadership Academy/ MAP Testing	February 4-5	PARCC Assessments
August 8	Community Barbecue	February 11-12	Interim Assessments
August 28	Data Day (No Students)	February 12	First Friday Breakfast
		February 15	Presidents Day (No School)
		February 16	Data Day
September		March	
September 4	First Friday Breakfast	March 3-4	Interim Assessments
September 7	Labor Day Holiday (No School)	March 4	First Friday Breakfast
September 17	Content Area Night	March 10 & 14	Quarter 3 Ends/Quarter 4 Begins
		March 19	Family Data Day
		March 25	Good Friday (No School)
		March 28-31	Spring Break (No School)
October		April	
October 2	First Friday Breakfast	April 1	Spring Break
October 5-6	Interim Assessments	April 8	First Friday Breakfast
October 7-9	Fall Break	April 25-28	PARCC Assessment TCAP Science/Social Studies Assessment
October 12	Data Day (No Students)		
October 9 & 13	Quarter Ends/Begins		
October 24	Family Data Day		
November		May	
November 4	Election Day (No School)	May 6	First Friday Breakfast
November 6	First Friday Breakfast	May 9-27	MAP Assessments
November 21	Service Learning Saturday	May 27	Last Day of School/End of Quarter 4
November 25-27	Thanksgiving Break	May 30	Memorial Day (No School)
		May 31	Professional Development
December		June	
December 4	First Friday Breakfast	June 1-3	Professional Development
December 16-18	Interim Assessments	June 2-3	Family Data Day
December 21-31	Winter Break		

STRIVE School Day and Week

The following schedules illustrates the narrative description of our daily schedule presented above. These are high level overviews of grade level daily schedules. During the planning year, the School Leader will develop detailed schedules for each homeroom and teacher.

Instructional Time

STRIVE will provide the following instructional time per subject and grade level per day and week:

Instructional Minutes Grades 5 and 6		
	Daily	Weekly
ELA	90	450
Guided Reading/Literature Circle	45	180
Math	90	450
Science or Social Studies	60	300
Integrated Tutorial Block	45	180
Leadership Seminar	30	90
Community Meeting	30	60
Fitness	30	150
Electives	30	120
Total	450	1980

Instructional Minutes Grades 7 and 8		
	Daily	Weekly
ELA	90	450
Guided Reading/Literature Circle	45	180
Math	60	300
Social Studies	45	225
Science	45	225
Integrated Tutorial Block	45	180
Leadership Seminar	30	90
Community Meeting	30	60
Fitness	30	150
Electives	30	120
Total	450	1980

STRIVE Collegiate Academy 2015-2016 School Year					
5/6 Sample Student Schedule- Monday-Tuesday & Thursday-Friday					
Time	Vanderbilt	Tennessee	MTSU	TSU	
7:15-7:30	Student Arrival				
7:30-8:00	Breakfast and Homeroom				
8:00-8:30	Community Meeting (M-F)/I STRIVE Leadership (T-Th)				
8:30-9:15	Guided Reading/ Literature Circle				
9:15-9:30	ELA	ELA	Science/SS	Math	
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45			Fitness		
10:45-11:00	Math	Science/SS	ELA	Fitness	
11:00-11:15					
11:15-11:30					Lunch/Recess
11:30-11:45					
11:45-12:00				Fitness	
12:00-12:15					
12:15-12:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Science/SS	
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30	Science/SS	Math	Math	ELA	
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					Fitness
2:30-2:45					
2:50-3:05	Elective	Elective	Elective	Elective	
3:05-3:20					
3:25-4:10	Integrated Tutorial Block	Integrated Tutorial Block	Integrated Tutorial Block	Integrated Tutorial Block	
4:15	Dismissal	Dismissal	Dismissal	Dismissal	

Sample Schedule for STRIVE Students in Grades 5 and 6: M, T, Th, F

Sample Schedule for STRIVE Students in Grades 5 and 6: Wednesday

STRIVE Collegiate Academy 2015-2016 School Year				
5/6 Sample Student Schedule- Wednesday (Early Dismissal)				
Time	Vanderbilt	Tennessee	MTSU	TSU
7:15-7:30	Student Arrival			
7:30-8:00	Breakfast and Homeroom			
8:00-8:30	I STRIVE Leadership			
8:30-8:45	ELA	Sci/SS	Math	Math
8:45-9:00				
9:00-9:15				
9:15-9:30				
9:30-9:45		Fitness		
9:45-10:00				
10:00-10:15	Math	ELA	Fitness	ELA
10:15-10:30				
10:30-10:45			Sci/SS	
10:45-11:00				
11:00-11:15				
11:15-11:30				
11:30-11:45	Sci/SS	Lunch	Lunch	Lunch
11:45-12:00		Math	ELA	Fitness
12:00-12:15				
12:15-12:30				
12:30-12:45	Lunch			Sci/SS
12:45-1:00				

1:00-1:15	Fitness			
1:15-1:30				
1:30	Dismissal	Dismissal	Dismissal	Dismissal

Sample Schedule for STRIVE Students in Grades 7 and 8: M, T, Th, F

STRIVE Collegiate Academy 2015-2016 School Year					
7/8 Sample Student Schedule- Monday-Tuesday & Thursday-Friday					
Time	Sewanee	University of Memphis	Fisk University	Rhodes College	
7:15-7:30	Student Arrival				
7:30-8:00	Breakfast and Homeroom				
8:00-8:30	Community Meeting/I STRIVE Leadership				
8:30-9:15	Guided Reading/ Literature Circle				
9:15-9:30	ELA	Science	Math	Social Studies	
9:30-9:45					
9:45-10:00					
10:00-10:15		Break			
10:15-10:30		Math	Fitness	ELA	
10:30-10:45					
10:45-11:00	Fitness				ELA
11:00-11:15					
11:15-11:30	Science	Social Studies			
11:30-11:45				Fitness	
11:45-12:00					
12:00-12:15	Lunch	Lunch		Lunch	
12:15-12:30					Lunch
12:30-12:45					
12:45-1:00	Social Studies	ELA		Math	
1:00-1:15			Science		
1:15-1:30					

1:30-1:45	Break			
1:45-2:00	Math		Break	Break
2:00-2:15			Social Studies	Science
2:15-2:30		Fitness		
2:30-2:45				
2:50-3:05	Elective	Elective	Elective	Elective
3:05-3:20				
3:25-4:10	Integrated Tutorial Block	Integrated Tutorial Block	Integrated Tutorial Block	Integrated Tutorial Block
4:15	Dismissal	Dismissal	Dismissal	Dismissal

Sample Schedule for STRIVE Students in Grades 7 and 8: Wednesday

STRIVE Collegiate Academy 2015-2016 School Year				
7/8 Sample Student Schedule-Wednesday (Early Dismissal)				
Time	Sewanee	University of Memphis	Fisk University	Rhodes College
7:15-7:30	Student Arrival			
7:30-8:00	Breakfast and Homeroom			
8:00-8:30	I STRIVE Leadership			
8:30-8:45	ELA	Math	Science	Social Studies
8:45-9:00				
9:00-9:15			Fitness	Science
9:15-9:30				
9:30-9:45		Social Studies		
9:45-10:00			Math	
10:00-10:15	Science	ELA		Fitness
10:15-10:30				
10:30-10:45				
10:45-11:00	Math			Social Studies
11:00-11:15				
11:15-11:30				
11:30-11:45			Lunch	
11:45-12:00	Lunch	Lunch		
12:00-12:15			ELA	Lunch
12:15-12:30	Social Studies	Fitness		
12:30-12:45				Math
12:45-1:00		Science		
1:00-1:15	Fitness			

1:15-1:30				
1:30	Dismissal	Dismissal	Dismissal	Dismissal

A Day in the Life of a STRIVE student

Billy wakes up early to get ready for school. He puts on his STRIVE polo shirt with khaki pants and belt. He checks his backpack to make sure he has all of his homework and leaves the house to catch the school bus in order to make it to school by 7:30am.

Once Billy gets to school at 7:20, he shakes his School Leader’s hand at the front door with a big smile and says, “Good morning, Mrs. Butler!” He then is greeted by other teachers who say good morning to Billy as he makes his way to his homeroom to eat breakfast. During homeroom, Billy retrieves his morning work as he walks into the classroom and then sits in his seat. As a 5th grader, Billy will wait until his table is called to retrieve his breakfast. As Billy is eating breakfast, he begins his morning work. This is a practice assignment that will allow Billy the opportunity to practice skills he has learned prior to that day. As Billy and his classmates are working on their morning work and eating breakfast, their homeroom teacher will take attendance to see who is absent/tardy from class.

At 7:50, Billy’s table and other tables are called individually to dump their trash in the trashcan outside of the classroom. Once all students are back inside of the classroom, they place their homework binder on their desk and the teacher guides them through taking out homework for each subject for collection.

Billy then lines up with his class to head to the community meeting room. During community meeting, Billy’s homeroom takes a turn presenting their math facts chant and he enjoys being cheered on by the crowd. The School Leader tells a story about another student who has shown lots of resilience in his work lately and Billy is happy to give silent applause for his friend when she gets an award. An 8th grade student then gives some announcements about some upcoming events at school, including this Saturday’s service project and finally, a teacher reads off the homework percentages by homeroom and Billy is disappointed that his homeroom has come in second – maybe next week, he thinks. Then, he lines up to go to his first class, Guided Reading.

Billy really likes Guided Reading because he likes the smaller group discussions he has with his teacher and classmates. He also likes that all the kids in his group are reading at about the same pace and seem to understand the same kind of books. This group has been together for a few weeks and Billy can tell through his increasing scores on the reading tests that he is really getting better at reading! Just last week they had put all new scores into their Learning Map during I STRIVE leadership class, and Billy could see his scores going up over the course of the year. He is excited to share all of this with his mom on the next Family Data Day.

After Guided Reading, Billy has English Language Arts. The class begins with the Entry Routine, and Billy knows to begin working on the Do Now and then write his homework down in his planner. Once he's done, he takes out his independent reading book and returns to outer space in *Moonshot: The Flight of Apollo 11*. He was not a big reader before coming to STRIVE, but he must admit that he's learning that there are lots of interesting books out there that never knew about. . . His reading is interrupted by the teacher bringing the class together for a mini-lesson on how to include lots of details in writing. They're working on a persuasive essay, so Billy is eager to check over his draft paragraphs and conference with his teacher about what other details he can include in his writing later in the class.

Next Billy has math class, which also begins with the Entry Routine. Billy likes how each class begins the same way – it really helps him know what to expect during the lesson. Today's Do Now is a word problem and Billy gets to work making notes on the problem and trying to set it up on his paper. After about five minutes of silent work time, the teacher asks them to turn to their shoulder partner and explain how they approached the problem. His partner, Simone, said that she divided the fractions to get her answer, but was not sure why. She and Billy went back to the problem together to look for key words in the problem, like all together, or separate in equal parts, to make sure they were on the right track. The teacher asked some partners to share their conversation and then modeled the problem on the board. Next, it was time for Standing Questions, which Billy loved, because they got to quickly practice their math facts and keep a running tally of how many problems they got right each day – they were trying to outpace the other 5th grade homerooms! After this, they worked together as a class on a new concept, Billy never knew there were so many ways to work with fractions, and then moved to independent practice. Billy worked with the teacher in a small group of students during this time to review some key ideas before he went back to his seat to tackle his own problems.

After math is science class where they have been studying stars. After the Entry Routine, which focuses on a review of science group safety rules. The teacher then poses the guiding question for the investigation they are starting: Why do stars appear to move across the night sky? Billy doesn't know they answer, but is excited to work with his classmates to use the ball and other materials he sees to show earth's rotation in the night sky. After they set up the simulation, Billy and his group record their observations in their science journal.

Billy transitions to lunch after Math class. He walks into the cafeteria and retrieves his lunch and says thank you, and goes to his seat. Once all of his peers are seated, they wait to see if there are any lunch announcements and are given the signal that they can start talking softly. Billy begins to whisper with his teammates and if his peers got too loud, he holds up two fingers (the peace sign) to help hold his peers accountable for keeping lunch smooth and enjoyable.

After lunch, Billy transitions to the Fitness Block. He really likes have fitness every day, which he did not at his old school. Today, they warm up with sit ups and a few jumping jacks. He's been tracking his progress on how many sit ups he can do in one minute and is feeling a bit stronger every day. After warm up, they do an obstacle course with lots of different elements and check their heart rate after each round. Billy loves it and has even been talking with his mom about the importance of getting fit!

After fitness, Billy has his elective. During lunch at the beginning of the quarter, he was able to choose an elective that he was interested in, and he had chosen art. He loved to draw and it was fun to learn more about drawing from his math teacher, who loves to do art in her spare time. So far, he has work with charcoals and pastels and is practicing his shading technique.

Finally, it's time for ITB, another class period that changes based on his Learning Map and how well (or not!) he's doing in his classes. Today, Billy has math tutoring with his math teacher. He is struggling with fractions and begins today's session in a group with about five other students who are also having trouble with this. The teacher guides them through some practice problems, and then gives them some problems to work on own their own. Billy finally feels like he is getting the hang of it and is ready when the teacher comes back to review his work. He then works on the computers doing an Odyssey math lesson on fractions just to make sure he's really got it.

Then, Billy's homeroom teachers comes in and makes sure everyone has everything they need for their homework as well as it all written out in their agenda. Once he's set, Billy packs his backpack and lines up with the bus students. He's tired, but is happy to know that he is learning and making progress toward his goal of getting to college and doing something important after that – lawyer? Doctor? Teacher? He's not sure but has learned this year that if he STRIVEs, anything is possible.

A Day in the Life of a STRIVE Teacher

Ms. Jones arrives at school early on Monday morning to put some finishing touches on her lesson before the brief team meeting check in with all teachers. She appreciates this quick opportunity for all teachers to get on the same page about Community Meeting and give each other any important reminders for the week.

Ms. Jones heads to her classroom to make sure it's ready to receive students for breakfast, homeroom, and class. She posts the Entry Routine on the board, which includes clear directions for students for the opening of her lesson, including 1. Entry Routine: What should student do when they walk into your class, 2. On Your Mark: what should students have on their desk to be successful in your class, 3. Objective: what should students have accomplished by the end of your class, 4. Do Now: what question can students answer to assess the previous day or prepare for the day, 5. Agenda: what are the steps students will be able to take today to accomplish the objective, 6. Homework: what assignment can student do to build on what they learned today. She then moves to the doorway to say "good morning" to students as they going to their classrooms and ensuring homeroom ready to learn.

During homeroom, she circulates as students do their morning work and then distributes breakfast. Then, she checks to ensure that students have their homework complete and gives them paycheck dollars for each homeroom assignment they have completed. Once all students' homework has been checked, the teacher has the student empty their trays table by table. Then the teacher walks the students through clicking their homework for each class in their individual class binders/sections. Once all homework is clicked in, she has the students to line up by table to attend the school-wide Monday Community Meeting.

The teacher takes her class to their assigned area and monitors them as other classes are coming to prepare for the Community Meeting. During the morning meeting, the teacher helps prep her students for their homeroom chant that they've been practicing to chant against the other homerooms. She is proud of all of their work lately, including winning the homework competition last week.

After the Community Meeting, the Ms. Jones gathers her students for Literature Circle. Her group had chosen *Dragonwings* as their latest book, and she had been impressed by their discussions of Moon Shadow Lee and the tough situation he faces in new surroundings. They had even been making connections to their new STRIVE school environment and giving examples of how the character was showing resilience. After another lively discussion that ends with some journal writing, Ms. Jones goes to her homeroom where she will teach her two ELA classes that day.

After students finish their Do Now, they turn to their HW section and she spends five minutes checking the HW and giving students time to log their grades in the grading tracker at the beginning of their binder as she is also recording on her class grading tracker. Then they briefly discuss the Do Now on character traits, and Ms. Jones launches the mini-lesson on character analysis. After brainstorming character traits with their shoulder partner, students share out and then the teacher guides the class through an excerpt of *Tuck Everlasting* to identify some of Winnie Foster's character traits. She then uses cold calling to assess students' understanding of the concept and then has the students click their class notes into their binder and transition to independent practice. After the lesson, the teacher has the students click in their class notes. On the back of the class notes, the students have instructions for them to start their individual practice, applying character analysis to their own leveled fictional text. Ms. Jones then takes clarifying questions and first circulates to ensure that everyone is on track to success. She then pulls a small group of students to work on character analysis with her as this was a topic they have struggled with on the last interim assessment. Some students are at a computer station where they are responding to prompts and excerpts at their reading level.

After this, Ms. Jones has planning time. She uses this to review the exit ticket her students just completed on character analysis and sees some trends she needs to address tomorrow in her lesson. Then she has a quick check in with the Instructional Specialist to make some modifications to the upcoming writing assignment for a few students, as well as preview the next set of lessons where the Instructional Specialist will be pushing in to her class to support students.

Next is lunch time, and it is Ms. Jones day for lunch duty, which she actually enjoys! As she is monitoring the cafeteria, she chats with students about the upcoming Family Data Day to make sure as many families as possible are attending. She really likes this part of STRIVE's program as it allows her to develop relationships with families over time and work closely to support their individual student. She reminds students of when they're supposed to arrive on Saturday as she circulates through the cafeteria.

Next, Ms. Jones has her regular meeting with the School Leader after lunch and she is looking forward to the conversation. The School Leader observed Vanderbilt homeroom during ELA period yesterday and is supporting Ms. Jones with her student conferences. The School Leader begins the meeting with some commendations on her use of partner work. They then discuss ways she can be more intentional about her pacing in conferences and how to build questions and next steps from the student's piece of writing but still connect it to the mini-lesson. They take the time to script strategies into her lesson plans for the rest of the week; she knows they will follow up on them in next week's meeting. Then, they review the action plan she developed at the last data session to see where she is with her re-teaching strategies.

Then, Ms. Jones teaches another 90 minute ELA block, centered on Readers Workshop similar to her first lesson. She makes some tweaks based on her lesson delivery in the first class and is pleased with the adjustment. Next, she teaches her elective, which is the student newspaper, *STRIVErs*. Some students worked on computers to write up their notes from their interview with the head of the Hermitage Community Center while others were creating a graph to display this month's homework competition winners. Still others were drafting responses to put in the advice column. She was pleased with her fledgling staff and the progress they had made to establish the newspaper at the school.

Her last teaching period is ITB. Ms. Jones is working with students who are struggling with their writing, and has grouped her students according to specific skills, including organization, main idea, and supporting details. Each group works on separate tasks aligned to that skill and Ms. Jones circulates among the groups to monitor progress and ask probing questions. One group is working line with Compass Learning software on identifying main idea. She sees some progress and is looking forward to reviewing the results on the next round of assessments to see where the gaps may remain for this group.

After ITB, Ms. Jones and students return to homeroom and begin their dismissal process. She ensures all students have their homework written down as well as all materials and she supervises their packing their bags and lining up. She has bus duty today so sends her walkers and riders to the appropriate teacher and walks with her students to the busses. Once the last student hops on the bus and waves goodbye, Ms. Jones turns around, tired but happy with the day, and heads in to get her classroom ready for the next day.

Saturday Academy and Summer School

STRIVE will offer both Saturday Academy and Summer School. Saturday Academy will be held five times per year and will include Family Data Days, the service learning component of our leadership program, and some time for academic support for identified students. All teachers and students are required to attend these Saturday sessions; transportation will be provided to students and families to minimize barriers to attendance. Saturday Academy and Family Data Days are fully detailed in the application (see **Mission and Goals, Academic Performance, Special Populations, and Community Involvement and Parent Engagement.**).

STRIVE will also offer summer school to identified students who have failed academic courses. This will be a session where students who are in danger of repeating a grade and need additional support can receive that support. There is no guarantee that students who attend Summer School will be promoted to the next grade, but we will require students to attend if they are in danger of failing. This will give those individual students more time on task and targeted support to help them in their transition into the next school year. STRIVE teachers who choose to teach in summer school will receive additional compensation.

Electives

STRIVE will offer electives as part of its regular school day as shown above in the daily/weekly calendar. These are fully explained in **Academic Focus and Plan.**

Parent and Community Programming

STRIVE is fully committed to partnering with families and the community. Our robust approach to engaging with and support our families is explained in Community Involvement and Parent Engagement as well as the Student Handbook. We are also eager to be a strong member of the McGavock community, and have already established relationships with key stakeholders there. (See **Community Partnerships and Letters of Support.**) The service component of our leadership program (See **School Culture**) will also support positive relationships in the community.

Attachment 5: STRIVE Student Handbook and Discipline Policy (School Culture)



STRIVE Collegiate Academy
Charter School

**Student
Handbook**

**Draft subject to legal review and Board
approval¹**

¹ The final STRIVE Student Handbook will include detailed information regarding the academic and leadership program (e.g., content area overviews, leadership and literacy curriculum overviews, STRIVE, service learning, grade level schedules, supplies list, arrival and dismissal procedures, teacher contact information, calendar, etc.) presented in a format that is useful to students and families. The broader handbook will be developed during Year 0 as all details are finalized. This draft handbook primarily presents the key policies that will be included in the final Student Handbook.

Welcome to STRIVE Collegiate Academy!

Dear STRIVE Collegiate Students and Families,

We are honored to welcome you to the first year of STRIVE Collegiate Academy Charter School. We know that our success as a school depends on the support of our families, and we look forward to forming positive partnerships with each of you. We expect a lot from members of the STRIVE Collegiate community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and families from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you'll learn many different things about STRIVE Collegiate Academy Charter School. You'll learn about the structure of the school, the policies that we have in place, and our expectations for members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The STRIVE Collegiate Academy Team
STRIVE Collegiate Academy Charter School

STRIVE Collegiate Academy

STRIVE Collegiate Academy Charter School received its charter in the summer of 2014, and opened to 120 students in August 2014. The school will expand each year until it serves approximately 480 students in grades 5-8.

Vision

STRIVE Collegiate Academy (STRIVE) will cultivate college-ready high school graduates who will achieve post-secondary success and become leaders in their communities, Nashville, and beyond. STRIVE will be a high performing middle school in Nashville that will help MNPS achieve its goal to prepare all of its students for college and career. At STRIVE Collegiate, everything we do will center on preparing students for their futures to become responsible citizens, contributors to their communities, and lifelong learners. We will do this by creating a school that is safe, challenging, and joyful. Our school will be a place where adults and students push themselves and each other to be their best selves in both academics and character. We will create powerful learning opportunities that will empower students to communicate effectively, think critically, solve problems, demonstrate responsibility, and respect themselves and others. We will work in partnership with families and our community through open communication and outreach.

Mission

At STRIVE Collegiate Academy, our mission is to prepare middle school students for success in high school, college, and career. We will achieve this by empowering each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors.

I. Overview of STRIVE's Program

STRIVE's approach to education is to hold high expectations for every student, ensure a focus on excellence and results, and provide systematic support and challenge for every student. Here is a brief overview of our program.

- **Rigorous Academics and Personalized Learning.** At STRIVE, all students will participate in a rigorous college preparatory curriculum. All of our teachers will deliver high quality core instruction, guided by a robust data-driven environment to provide personalized learning opportunities through targeted instruction and academic supports and enrichment. Through regular and systematic assessment of each student and his/her work, every student will have a personalized and evolving learning profile based on the Response to Intervention Framework. These profiles will drive instructional practices for the team and the goals of targeted intervention and enrichment offered daily to students as a fully integrated part of their schedules.
- **A Focus on Literacy.** Many of the students in our target population are several grades behind their more affluent peers in Reading Language Arts. We know that literacy is the foundation for all learning, therefore, literacy is embedded and aligned across all content areas at STRIVE. Students will receive two hours of dedicated literacy instruction in addition to content-driven literacy in other subject areas. Through proven literacy practices, such as the workshop model, guided reading, and literature circles, students will develop the critical reading, writing, speaking, and listening skills they need to be successful in high school, college, and career. All teachers will be teachers of literacy and will receive the training they need to infuse literacy into their content areas as well as provide targeted reading instruction.

- **Leadership Development.** In an effort to ensure that students are successful when they leave us, we have to equip them with the necessary “soft skills” and character traits that will accompany their academic success. Providing students and families with Personalized Learning Profiles, organizational skills, and character instruction allow them to become leaders and take responsibility for their learning. Through our weekly Leadership Seminar, called I STRIVE, students explore the concept and application of leadership through the study of leaders and leadership characteristics. This program, facilitated by advisors/homeroom teachers, builds a sense of independence, a willingness to inspire and become role models, and the ability to become problem-solvers for themselves and others. In addition, STRIVE’s core values of **Self-Advocacy, Teamwork, Resilience, Integrity, Virtue, and Excellence** (STRIVE) support students’ leadership development. Learning and practicing these core values will help instill in students the life skills that must accompany academic skills in order for students to be successful in high school, college and career. Students will engage with these values through our leadership development program; they will receive positive reinforcement for demonstration of the values through our school-wide behavior system; and curricular themes and community meetings will align with and support the values.
- **Effective Use of Additional Time.** An extended school day and year provides students and teachers the opportunity to maximize learning in order for the students to become college-ready graduates and successful in their post-secondary options. Our school day will run from 7:30 to 4:30 four days per week, with a 1:15 dismissal on Wednesday, and our school year will run approximately two weeks longer than MNPS. This additional time, which equates to roughly an additional 400 hours of schooling (or over 60 more days than a typical district with a six hour day and 180 day year), will allow us to provide targeted reading instruction to every student; embedded, individualized supports for students through a dedicated tutoring period; and consistent and programmatic leadership development instruction. We also provide more time for ongoing and intensive professional development during the summer as well as throughout the year. This ensures that our teachers are consistently delivering high quality instruction and producing results.
- **Parent and Community Collaboration.** At STRIVE we serve families, not just students. In an effort to build leaders in the community, we will engage and support our parents. More specifically, we provide meaningful ways for families to be involved in their student’s learning through collaborative Family Data Days; workshops around supporting STRIVE students as well as sessions determined by parent need; and authentic leadership opportunities through our parent-led committees. We collaborate with the community by partnering with key organizations to provide programs for our students, such as the YMCA, the Girl Scouts, and Junior Achievement, and supporting the community through service.

STRIVE Values

The STRIVE Core Values guide our school’s academic program and the culture of our school. We partner with students and parents to continually support our students as they STRIVE toward success. The principles of **STRIVE** are:

Self-Advocacy: Students will become the leaders of their own learning by asking questions when they don’t understand, finding resources and supports to get closer to their goals, leveraging their strengths, and building up their areas for growth.

Teamwork: They will work together to achieve their individual goals and our school-wide goals. Students will show teamwork by helping community members when they need it. Students will also learn to work as a team member in the community by engaging in service learning.

Resilience: Students will persevere through challenges, both academic and personal. They will never give up and use both internal and external supports to stay motivated and working hard. We believe real leadership demands stick-to-itiveness and will help students develop this mindset.

Integrity: Students will be honest and truthful in all aspects of their school life, including academic performance, interactions with teachers and peers, and during extracurricular activities. Our students will learn the habit of doing the right thing even when no one is watching.

Virtue: Students will demonstrate behavioral excellence in school and apply good decision-making in all areas of their life. Students will develop a mature moral code that will help them determine right and wrong behaviors – in how they act, speak, dress, etc. – through adolescence and into adulthood.

Excellence: Students will commit to producing their best and will put forth the highest degree of effort needed to complete tasks and achieve.

School Culture

STRIVE will promote a positive school culture in every aspect of school life. We will consistently reinforce school culture through a series of proven practices and school-wide systems. In every class, there will be common classroom expectations and behavioral strategies, providing students with consistency surrounding the code of conduct. Positive behavior will be celebrated and rewarded, incentivizing students to take responsible choices.

Knowing that our students must have a high quality education in order for them to reach our goal of preparing them for high school and post-secondary success, we believe that we have to create a culture and environment where there is structure and respect in order for students to focus on academics. We will achieve this by implementing a very structured school model, as well as establishing a code of academic and behavioral expectations that is system-wide and that focuses on details. Grades 5 and 6 will provide more structure for our younger students, with an emphasis on explicitly teaching and reinforcing the STRIVE values, our expectations, and school routines. Students in grades 7 and 8, who will have had two years to practice and internalize the school's values, will have increased responsibility. Ultimately our goal is for student to become owners of their learning and their school, so as students progress through STRIVE, they will be given more responsibility and earn more freedom.

Informing Parents

Parents will be generally informed about our school culture and discipline policy through our information sessions in the community, our enrollment materials, and outreach efforts. Each year, at family orientation, we will review this student handbook (which includes the discipline policy) in detail and each family will receive a written copy.

II. Communication, Collaboration and Partnership with Families

We are committed to working effectively with all STRIVE families. The following tables outline what you can expect in terms of communication, supports, and involvement opportunities at STRIVE.

Communicating with Families	
Family bulletin board	Located in a prominent place in the school, the Family Bulletin Board provides information about what's going on in the school and a portion of the board where families can share information with each other.
Family Newsletters	This is a weekly newsletter to parents giving you an overview of what's happening in the school, progress toward our goals, upcoming events, and other announcements. In addition, this also feature sample student work and other artifacts from our literacy and leadership efforts.
Homework Check	As part of our efforts to support student ownership of their learning and the development of academic behaviors, students have homework each night. To engage parents in academic work at home, parents of 5 th grade students are asked to check their child's homework for completion every night and sign their child's agenda. As students' progress to the 6 th grade, they will be given the responsibility to check in with their parents and get their agendas signed as a form of responsibility.
Weekly Paychecks	Each week, we will send home a report that provides a snapshot of students' academics and behavior. The weekly report will include attendance and tardiness; homework completion; and paycheck points. Please sign and/or comment and return with your child on Monday morning.
Phone calls	Homeroom teachers/advisors will call their students' families at least once a quarter. The purpose of the calls is to make a personal connection with families and provide positive update about each student.
Progress Reports	Students will receive a progress report with detailed information on their academic progress. Please take time with your student to review them carefully, respond to the reflection question, and ask us any questions you have!
First Fridays	On the first Friday of every month, the School Leader will host an informal coffee/breakfast for families. We look forward to discussing various topics and hearing your input and feedback about the school.
Family Surveys	In an effort to be reflective on the work we are doing, we will ask you, our parents, to respond to an annual survey. The survey includes questions on topics such as the academic and cultural program, teachers and leadership, communication, among others. As noted in our School Goals , we have set specific targets with regard to parent satisfaction as reflected in the survey results.
Supporting and Collaborating with Families	
Family Orientation	We provide two opportunities for parents, once your child is enrolled, to come and learn about STRIVE's culture and academic systems and expectations. During this meeting, parents will go through a series of simulations from a day in the life of a STRIVE student to ways they can help at home to support their STRIVE student. Families will be able to meet all of our teachers and staff and have the opportunity to ask questions about the program and regarding their student.

Community Barbecue	This will be our first school-wide event where students and families will come together with their teachers and learn more about our mission in a family-like atmosphere. We hope you can make it! Look for a flyer in your Life Binder (homework folder).
Home Visits	Every new student will receive a home-visit from a team of STRIVE teachers during the first quarter of the school year. During this meeting, families will have an opportunity to ask questions and we will have the opportunity to explain our mission and vision to serve students and the community. Our goal is to build strong relationships with our families.
Parents as Partners Meetings	<p>To proactively build parents capacity to support their student and their success at STRIVE, we will provide a series of workshops and meetings for families. These will give parents the information and tools they need to support their student on the path to success in high school, college, and career. In addition, these meetings will provide all of us the opportunity to celebrate our hard work and successes in meeting our goals. The following gives information regarding some of the workshops and meetings we may provide and we look forward to getting your input on potential topics.</p> <ul style="list-style-type: none"> • <i>Supporting your STRIVE student:</i> This session will be offered at the beginning of each year and will be tailored by grade level. Teachers and leaders will review the academic supports and systems (i.e., agendas, binders, and homework routines) and offer suggestions of ways parents can be actively involved in supporting their student’s academic success. As the school grows, veteran STRIVE parents will share successes and challenges with new families. • <i>Celebrations of Learning:</i> These sessions will showcase student work in literacy and leadership. These could be oral presentations, projects in a content area, or service learning efforts. In addition, leadership will provide an overview of the school goals and our progress toward them at mid-year and the end of the year. • <i>Content-Specific Sessions:</i> This is a session dedicated to learning about what’s happening in particular content areas and will provide resources for families to engage in their child’s learning. Our teaching team will plan a night filled with activities aligned to their content area, such as book talks and math fluency practice. This is will be an opportunity for parents to come and experience not only what their students are learning, but also ways to support their child at home. • <i>State Testing and How Parents can help:</i> This session will serve to demystify state testing and enlist parents as partners and supporters of their students’ success. We will explain the testing schedule, provide sample test questions, and brainstorm ways families can support their students at home during testing. • <i>High School and College Preparation:</i> When the school serves students in grades 7 and 8, we will intentionally provide programming around success in high school and college and what students and families can do in each grade level to be prepared. • <i>Parent University:</i> We plan to provide additional and direct to support to families in areas where they identify a need. Look for a survey in this week’s folder.

Family Data Days	At the end of each quarter, students and families will attend a Saturday session when parents will not only receive their child’s report card, but they will also have a chance to meet with teachers to discuss their child’s progress and making plans for growth and improvement. More on Family Data Day as it gets closer!
Working Alongside Families	
Parent Committees	<p>These committees are opportunities for parents to work in a smaller setting to help support our mission and vision. Parents will have the option of meeting at the school location, in a committee member’s home, or via conference call to ensure that as many parents as possible can participate. We hope to see you there!</p> <ul style="list-style-type: none"> • <i>Outreach Committee:</i> Families & students will help with recruitment efforts throughout the year. This committee will become the face of our recruitment efforts. This committee gives potential families and students the opportunity to learn about our mission and how it relates directly to the community. This committee will engage in efforts like door-knocking, speaking at community events, volunteering for student registration and community engagement events. • <i>Literacy Committee:</i> To support STRIVE’s literacy focus, we will actively engage parents in literacy initiatives. This committee will organize and host book clubs with parents and community members to help support our goal of building a culture of literacy and a love of reading. • <i>Spirit Committee:</i> This committee will serve three primary functions. (1) Train & engage parents in the hiring process of potential staff members using a hiring guide and rubric. (2) Create ways to support our hard working team at STRIVE, such as through Teacher Appreciation Week. (3) Speak at our parent meetings to help engage current parents.
High School/College/ Career Fair:	It is important to begin to expose our student leaders to excellent high school options and potential college & career options. In an effort to engage our families, you are invited to our high school, college, and career days. We know that many of our families have insights and experiences to share with our students and we look forward to partnering with them in this way.
Field Lessons	Please join us and assist chaperoning our field lessons. This is a great way for families to see our students and teachers in action and engage in hands on learning with students.
Board Participation	A parent will have the opportunity to serve on the Board of Directors for STRIVE Collegiate Academy. You will receive more information about the nominating process for this position.

III. Key STRIVE Academic Policies

Homework

Expect your student to have homework every night! Our homework binders are called Life Binders, and we view homework as an opportunity to develop the skills and habits necessary for success in school and in life. Please support your STRIVE student by reviewing homework for completion and quality and signing their agendas indicating you have done so. Information regarding homework time estimates and grading will come from your student’s academic teachers.

Assessments

To ensure that all of our students are learning and to design instruction that meets their needs, we will administer assessments to our students. These will include classroom-based assessments, such as projects, quizzes, tests, and essays as well as standardized tests for reading (called Fountas and Pinnell) and others to monitor their progress in academic subjects (The Achievement Network and NWEA Measures of Academic Progress). We will review these assessments, the purpose of each, and your students' results at the beginning of the year and during Family Data Days. We believe knowing what our students know helps us know what to teach them, so we look forward to partnering with you in all of our assessments.

Personalized Learning Profile: Learning Map

Every student will have a Personalized Learning Profile, called their Learning Map, that they will work with during their Leadership Seminar and you will see during Family Data Days. The Learning Map includes students' grades, results from standardized assessments, behavioral data (paycheck dollars, attendance, etc.) and their goals and plans for improvement to reach excellence. These Maps are key tools at STRIVE for supporting each student.

Grading Policies

STRIVE's grades reflect student progress toward mastery of grade level content and skills. Our school year is divided into quarters, and families will receive a report card at the end of each quarter as well as progress reports during the quarter. All teachers will use the following grading scale:

98-100	A+	Students earning an A show mastery of the knowledge and skills that have been taught.
93-97	A	
90-92	A-	
88-90	B+	Students earning a B show proficiency of the knowledge and skills that have been taught.
83-87	B	
80-82	B-	
78-80	C+	Students earning a C show basic competency of the knowledge and skills that have been taught.
73-77	C	
70-72	C-	
69 and below:	F	Students receiving an F produced work of unacceptable quality. They have major skill deficits that required additional instructional resources and student effort.

Missed Assignment Policy

Each student is responsible for making up any work S (he) misses because of absences. It is, however, in his/her interest to return to school prepared for all assignment insofar as possible. This may include, calling his/her teacher/teammate to ask for missed assignments. On his/her first day back to school, the student should meet with his/her teachers to determine which missed assignments he/she should make up and when he/she should do so. It will be up to the individual teacher to determine how and when a students is to make up missed work.

Promotion Criteria

In order to be promoted to the next grade, students must demonstrate mastery of grade level academic standards as well as meet requirements established by STRIVE Collegiate Academy. Each student must:

1. Earn a 70 or above in all core academic classes
2. Earn Basic or above on the grade level Leadership Development rubric
3. Have not missed 15 or more days of school without a medical reason

Communication and Supports for Academic Success and Promotion

Aligned to our belief that we are partners with parents in students' academic success, we regularly communicate with families about students' progress. Moving beyond traditional one-way communication, i.e., simply sending reports home to inform parents about grades, we will utilize structures that promote robust, two-way communication and collaboration with families. At STRIVE, students and families will have multiple and ongoing ways to be informed of and support their student's academic success throughout the school year. They include:

Progress Reports

Progress reports will be sent home twice per quarter, at roughly three week intervals. The Progress Report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians how their student is doing at the halfway point in the marking period. Progress Reports will include a letter and/or numeric grade indicating the student's grade and the student's performance. A parent/guardian whose child is failing more than one course at the Progress Report time may be required to meet with the teacher of that course. Based on the Progress Report, parents/guardians may call or request a conference with any teacher.

Report Cards and Family Data Days

Each student will receive a comprehensive report card at the end of each quarter. These will include students' grades in each academic course, behavioral data (i.e., paychecks, attendance, discipline actions), and their progress toward the leadership rubric for their grade. It will also include an invitation to our Family Data Day, which we will hold four times per year.

Retention in the Grade

STRIVE Collegiate Academy will work relentlessly with students and their families to support their mastery of the content and skills required at each grade level so that they earn promotion to the next grade. However, we do believe that promoting students who are not prepared for the next level is a disservice to the student and does not set them up for academic success. Only in extreme and specific cases, when intervention strategies are unsuccessful in raising a student's achievement, the School Leader may decide to retain a student, with recommendations from the classroom teacher(s), and other professional staff. Retention must never be used in a punitive or capricious manner. The process we will follow in these cases is outlined below.

- At the conclusion of each year, if there is a question whether a student should be promoted to the next grade, that student will have a Grade Level Retention Meeting. That meeting will consist of the grade level teachers, a member from the Leadership Team, the students, and a family member.
- The decision will consider the following elements, as well as any extenuating circumstances:
 - Internal academic grades
 - Standardized/External assessment results
 - Leadership Development
 - Academic supports the student received
- If a decision is made to retain the student, a specific and intentional plan will be developed and documented in the student's Personalized Learning Profile to address the student's specific needs. If a decision is made to retain the student, a specific and intentional plan will be developed and documented in the student's Personalized Learning Profile to address the student's specific needs. Repeating students would likely begin the school year in intensive Tier III interventions aligned to their specific needs, such as small group supports during ITB and a smaller guided reading group. Depending on the situation, a student might also receive academic supports during elective block, if necessary. If appropriate, this student would receive behavioral supports, such as a daily check-in with a mentor, an individual behavior plan, and possibly counseling. Finally, regular, additional family communication and support systems will be put in place for that student.

IV. Key STRIVE Collegiate Academy Behavior Expectations, Code of Conduct and Discipline Policies

STRIVE Expectations

While we will have articulated rules and consequences for all aspects of the school, the essence of our discipline code is captured in the following expectations. These expectations are foundational for success, in school, in work and in life. Their simplicity allows the staff to intently focus on these and to use a common language with students and families in ensuring adherence to them. As noted in professional development, we will provide intense training to teachers in establishing our school culture, which will ensure that teachers know what these expectations look like in practice and how to support students in meeting them.

- Attending all classes, regularly and on time;
- Preparing for each class by taking the appropriate materials and assignments to class;
- Obeying all campus, classroom and extracurricular rules;
- Respecting the rights and privileges of other students, school staff, and other adults on campus or at school-related activities on or off campus;
- Being well-groomed and dressing appropriately as defined by the school's Code for dress and grooming standards;
- Respecting the property of others, including school property and facilities;
- Cooperating or assisting the school staff in maintaining safety, order, and discipline;
- Adhering to the Student Code of Conduct and the STRIVE Collegiate Commitment.

Practices to Promote Positive Behavior and a Culture of Achievement at STRIVE

STRIVE will utilize numerous programs and practices to promote positive behavior and a culture of achievement. The following brief overviews present the major program and systems at STRIVE to support our school culture.

- **Leadership Seminar** – Each year, students will participate in a three times weekly leadership seminar called I STRIVE. This class will teach our students the academic skills, habits, and mindsets they need to be successful. There will also be a service learning component to this class that will build from year to year.
- **Community Meetings** – Each week, we will hold school-wide and grade level community meetings. This is an opportunity for students and staff to come together to celebrate our successes and promote our STRIVE values.
- **Awards and Incentives** – We will recognize and honor students for the academic, behavioral and social contributions. Through weekly awards for actions such as good behavior, demonstrating STRIVE values, and completing homework as well as quarterly awards for academic performance and attendance, we will encourage students to meet our high expectations.
- **Uniform** – Our uniform will foster a sense of belonging among students and increase their focus on academics. The specifics of the uniform policy are presented below.
- **Paycheck System** – Our school-wide behavior management system is called the Paycheck System and is aligned to our values and is our way of tracking students' behavior, incentives, and consequences. Students will start each week with a certain dollar amount, such as \$50. Then, students will earn or lose dollars based on their behavior. For example, a student might earn dollars when they demonstrate above and beyond academic and personal behaviors, such as persevering through a very difficult task. Students and families will receive weekly reports that include their homework completion, behavior, and attendance information. Students will be able to use their accumulated points as a currency; they will be able to purchase school supplies offered by STRIVE

in the school store. In addition to being able to buy school supplies, students will be able to use their accumulated points for leadership opportunities in school clubs or electives.

Attendance Policy

Student Arrival

Students must arrive by 7:30 a.m. Parents may drop off students starting at 7:00 a.m. At 7:36, students are considered tardy. Students who have excessive tardiness will be subject to consequences.

Car Riders

Please do not leave cars unattended or idle for more than two minutes during arrival and dismissal. School buses are never to be blocked by parked vehicles.

Attendance Requirements

Attendance is crucial to your student's success at STRIVE. (S) he cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students **MUST** bring in a note after each day they are absent. The note must include:

- The date of the absence
- The reason for the absence
- A phone number where a parent or guardian can be reached
- The parent/guardian signature

Excused and Unexcused Absences

We realize that there are times when students will not be in school. However, STRIVE strongly believes that your student's education should be his or her priority. STRIVE will only count as excused the following reasons for absence from school:

- A note from a doctor explaining an illness or injury that prevents the student from attending school
- A death in the immediate family or other significant family crisis (documented)
- Religious holidays
- Suspension from school

All other absences will be unexcused.

Lateness

Parents must escort late students to the front desk to sign in, before proceeding to their classroom. Late arrivals after 7:35am disrupt class for all students in the class and therefore should be avoided if possible. Three late arrivals will count as the equivalent of one absence for the purposes of our attendance policy.

Early Dismissal Policy

Parents should contact the school in advance and provide a signed note to the school explaining the situation surrounding an early dismissal. Unless the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out with the Front Desk before removing the student from school grounds. In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 12:00 pm of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note. Teachers & staff will then be responsible for having the student sitting in the Front Desk at the requested time in order to minimize disruption to class time.

The school will record dismissals before 12:00 pm as absences. The school will record dismissals after 12:00 pm but before 4:15 pm as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present.

Snow Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. STRIVE Collegiate Academy will follow the same cancellation policies as Metro Nashville Public Schools, so if Metro Nashville Public Schools are closed, STRIVE Collegiate Academy will be closed.

Communication and Support for Attendance

STRIVE is committed to student daily attendance of 96% or higher. STRIVE will increase student attendance by implementing a series of strategic interventions. Teachers and staff will establish relationships with every STRIVE student's family through at-home visits, family orientation, ongoing communication with parents/guardians throughout the school year, and family events at the school. Every time a student is absent, his/her family will be contacted as soon as attendance is taken to check on the student's whereabouts. Any student who is absent will be required to make up all the classwork and homework missed during his/her absence. Homeroom teachers/advisors will support students in coordinating this work as needed.

We strive to work with families to support student attendance and have established a system of rewards and consequences to promote increased attendance. We publicly track attendance data in the building for all students and by grade and homeroom/advisory. Homerooms and grade levels meeting our goal of 96% attendance will be recognized and have the opportunity to gain privileges and/or rewards, similar to the paycheck system. Further, we will actively support students who miss school. Additional supports may be put in place as appropriate, such as regular telephone calls home, coordinating transportation, and counseling to address underlying issues. The homeroom teacher/advisor and School Leader will monitor the effectiveness of these supports and make adjustments accordingly.

Important Policies & Procedures

Arrival & Dismissal

The school uses a combination of transportation methods to transport students to and from the school.

School Buses

The school uses buses for eligible students, who are those who live more than 2 miles away from the school.

What Happens If...

- You move during the school year: Please contact the Front Desk and ask to speak to the school's Office Manager.
- The bus is late: Students are not marked tardy if their school bus arrives at school late. Call the bus yard or school in order to have the dispatcher track the location of your child's bus.

Alternative Transportation

Parents may request a bus stop near their child's after school program with certain restrictions. The requested stop must be on one of the school's regular bus routes, and there must be a seat available on the bus.

Transportation Accommodations

Special transportation service for students with disabilities will be stated in their Individualized Education Plan (IEP) or Section 504 Plan.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and denied transportation, either for the remainder of the year or for a temporary suspension. The student is still expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the school of the situation and the school will connect the parent to the appropriate person. School administration will then conduct an investigation into the complaint.

School buses and vans will drop students off at the school between 7:15 and 7:30 in the morning, and will bring students home starting at 4:20 pm. The buses and vans will drop off and pick up students in front of the school's main entrance doors.

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. Parents should not go to the classroom to pick up their students before the regular dismissal time as this is very disruptive to class.

Student Drop-Off

Families who drive students to school in the morning are requested to pull into the car lane in order to allow the buses to park and/or leave. Parents should not park or exit their vehicle.

Walkers

Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards.

Building Safety and Security

There are a number of basic procedures the school has in order to ensure the safety and security of its and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school—teaching and learning—can take place.

Closed Campus

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

Visitor Policy

All visitors are required to report to the Front Desk upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Parents are encouraged to visit the school, and will be required to sign in at the Front Desk before visiting a classroom, and wear a visitor sticker while in the school. Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave.

Student Searches

In order to maintain the security of all our students, STRIVE Collegiate Academy reserves the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School desks and other locations where students house their material, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

Student School Phone Use

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office, not the classroom phone, to leave a message before 3:45 pm. Students will not be called from class to the office to speak with a parent except in case of an emergency. Students may not use the telephones in classrooms or in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. Students may not use cell phones during the school day. Cell phones must be turned off and into the front office during the school day.

Family Communication

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone

numbers, and/or places of employment. In case of an emergency, parents or guardians should contact the Front Desk either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members at the Front Desk.

Fire Safety Procedures

In case of an emergency – if a student or staff member sees fire or smells smoke – he or she should close the door and pull the fire alarm located at near an exit door. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. During the first month of school and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

Lost and Stolen Property

We strongly encourage families to ensure that their child do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

Additional Security

Procedures to adequately protect school property shall include, but not be limited to:

1. Controlling the issuance of building keys, master keys, access cards and security cards.
2. Permitting access to classrooms, laboratories, gymnasiums, or other school facilities or equipment when there is appropriate staff supervision.
3. Procedure for securing teacher work areas when being left unattended or at the end of the day.

The School Leader will secure assistance from law enforcement officials when deemed necessary in order to maintain order or security during the school day or during extracurricular activities at school. The School Leader shall call the Metro Nashville Police Department in cases involving illegal entry, theft or vandalism. The School Leader will also notify the Board of Directors within 24 hours after each case of vandalism, theft, building damage and illegal entry. The Board of Directors is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

Uniform Policy

In order to minimize distractions and to foster a sense of unity at the school, STRIVE students will wear uniforms. The STRIVE uniform will help foster a professional culture focused on learning and avoid distractions. Having students wear uniforms will also promote a sense of belonging for students, which can help increase student effort and investment. Students will be expected to be in full uniform every day. Positive behavior will be fostered through dress code and uniform privileges as decided by student input. For example, those students who have received a certain distinction for model behavior may be allowed to wear an alternative dress code such as jean day; students will be able to wear professional attire on their birthdays. We will also hold occasional dress-for-success days during which students can wear professional clothing to allow students to learn to make appropriate choices for interviews and the workplace. The following outlines STRIVE's uniform:

Shirts	<ul style="list-style-type: none"> • A STRIVE Collegiate Academy polo shirt or a STRIVE sweatshirt is visible at all times as the outer layer (Monday-Thursday). • Prior to earning their first uniform shirt, students must wear a plain white polo shirt. • The first polo shirt will be earned and will be provided free of charge. • Additional polo shirts may be purchased at the school's office. • FRIDAYS only! Students may wear a college t-shirt or polo shirt. • Students may wear a solid color white or black long-sleeved shirt under their STRIVE Collegiate/white plain polo shirt. • Students are not allowed to wear a shirt with any additional writings on it outside of the original school logo. • Shirts (with the exception of sweatshirts) MUST be tucked in at all times!
Sweaters	<ul style="list-style-type: none"> • Solid-colored sweatshirts (dark blue, white or gray) may be worn over the normal uniform shirt prior to a student earning a STRIVE Collegiate Academy polo shirt. • Sweatshirts may be purchased at the school's office, but may not be work until the first polo shirt is earned.
Khaki pants, shorts, skirt, or jumper	<ul style="list-style-type: none"> • Purchased by the parent at store of choice. • No designs or embellishments. • No tights or leggings/jeggings allowed in the place of khaki pants. • No baggy pants. Pants must fit around the waist and not sag. • Shorts, skirts, skorts, and jumpers should <u>not be more than 1 inch above the knee</u>. • Skirts may not have slits that are above the knee. • When girls wear skirts or jumpers, they must wear shorts underneath.
Belts	<ul style="list-style-type: none"> • Belts are required for all items that have belt loops. • Must be black or brown. • Belt buckles may not be larger than 2 inches.
Shoes	<ul style="list-style-type: none"> • Tennis shoes that cover the students' toes and the backs and tops of their feet. • Shoes with laces must be tied. • When students wear knee-high socks, stockings, or tights with skirts or shorts, these socks, stockings, or tights must be solid colored black, white, or brown • Solid-colored boots with a rubber sole (without fur on the outside) can be worn • No flip flops, slippers, or ballerina shoes. • Pants may not be tucked inside shoes or socks.

Students and parents should make every effort to ensure that the uniform shirts and pants are cleaned regularly and are in professional condition.

STRIVE students may NOT:

- Wear excessive, distracting jewelry.
- Wear make-up other than clear chapstick.
- Wear or have any gang-related attire or jewelry.
- Wear inappropriately tight clothing.
- Wear bandanas or hats.
- Wear hoods inside the building.
- Wear jackets or coats inside the building.
- Profanity, vulgar or sexually explicit writing.

Cell Phone Policy

STRIVE Collegiate Academy allows cell phones to be used ONLY before and after school. Phones must

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be turned off and turned into the front office upon arrival to school every day. Students will be able to retrieve their phones as they are dismissed daily. The cell phone policy below indicates the progressive consequences of violating this policy. Cell phones may be confiscated from students who violate this policy.

Consequences

- First Offense: Phone taken away. Parent needs to personally pick up the phone and sign a cell phone release statement.
- Second Offense: Phone taken away. Phone will be returned to parent/guardian after three (3) school days after signing the 2nd cell phone release statement.
- Three or more offenses: Phone taken away. Student must attend detention. After the completion and after verification of attending detention, parent may retrieve the phone (signing the 3rd cell phone release statement) and the student will lose all cell phone privileges for the current school year.

Other Electronic Devices Policy

Students are not allowed to bring the following electronic devices to school: non-school related electronic devices including but not limited to iPods, sidekicks, disc/MP3 players or game devices. Non-school related electronic devices will be confiscated if they are brought to school. Confiscated electronic items will only be returned to parents after a week waiting period. If found a two or more times, the item will not be returned until the end of the current school year.

Technology and Internet Policy

STRIVE incorporates technology into our educational program. We expect students to use technology for educational purposes only. Student use of computers and the internet will be under supervision of STRIVE teachers. The following are acceptable uses of technology: research for school assignment, including academics, service or college-related; word processing or database software for a school assignment; educational software program.

The following are NOT acceptable uses of technology: accessing material that is defamatory, pornographic, harassing illegal; using the internet for any illegal activities; tampering with or altering the computer system; violating copyright laws; accessing social networking sites; and using Instant Messaging or chat functions.

STRIVE Discipline Policy

At STRIVE we seek to respond quickly and appropriately to all student misbehavior. At times, our response will be a conversation with that student and/or his/her family, or loss of a paycheck dollar; at other times, depending on the behavior, more severe consequences, including detention, suspension, and expulsion, will be administered. Our goal is to teach students the skills to consistently exhibit appropriate behaviors and meet our high expectations, and to provide a safe and focused learning environment for all STRIVE students. We define offenses into categories to ensure clarity for all stakeholders and consistency of implementation of consequences. The following chart presents levels of sample student misbehaviors.

Minor Misbehaviors
Tardy to school/class Chewing gum Dress code violation Not being prepared for class Not following directions Uniform violation
Moderate Misbehaviors
A pattern of minor misbehavior

Electronics violation Minor disrespect Minor vandalism Physical contact (horse-play, etc.)
Serious Infractions
A pattern of moderate misbehavior Leaving campus Inappropriate language Fighting Inappropriate physical contact Cheating/plagiarism Bullying/harassment of any kind Defiance Threats Damaging school property Theft Possession of tobacco Any infraction expressly forbidden by law (i.e., possession of drugs, weapons; assault)

Consequences for Poor Behavior:

STRIVE teachers will be expected to make effective effort to address behavior issues within their classrooms. Teachers will be trained to proactively plan for student behavior and to de-escalate student misbehavior, and will be expected to employ various strategies in their classrooms, including engaging lessons and proactive management strategies, reminders, redirection, use of the paycheck system, and contacting families. These are the consequences for minor misbehavior.

When these strategies are not effective, or a student engages in moderate misbehavior, teachers may administer additional consequences, such as assigning detention (held once a week and including a written reflection). Additionally, the School Leader or other school leaders may intervene. In instances when students are struggling to meet behavioral expectations and thus regularly losing paycheck dollars, the student's homeroom teacher/advisor will contact his/her parent or guardian to develop a plan to support the student in meeting behavioral expectations. Typically, we will schedule a meeting with the student, family, teacher, and school leadership. The result of this meeting may be additional supports, such as regular check-ins, mentoring, external counseling, and/or the development of a behavior plan for the student. Consequences for serious misbehaviors will include more serious consequences, such as suspension and possibly expulsion. Details for these processes are detailed below.

Suspension and Expulsion

Suspension from school

If students persist with inappropriate behavior or if the inappropriate behavior is of a serious nature, the student may be suspended from school. The purpose of a suspension is to remove a student from the classroom, provide a warning that unacceptable behavior must change, and allow a student an opportunity to reflect on the seriousness of his/her actions. Suspensions carry academic consequences and create a permanent record of the incident in the student's file.

School leadership may suspend any student (in or out of school) for up to 10 school days for serious cause, including (but not limited to): defiance of authority, disregard or disobedience of school rules and regulations, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, bullying or harassing conduct, hazing, fighting, intoxication, possession of tobacco or

controlled substances, destruction or theft of school property or personal property.

In cases of suspension, the School Leader or Dean of Student Achievement will present the student with the reasons for suspension and provide the student with an informal opportunity to respond to the charges prior to the suspension. The parent/legal guardian will be notified within 24 hours of the behavior problem and the corrective measures taken. The parent/guardian of the suspended student will also be invited to attend a readmission conference with the student and a school leader. If the suspension is for more than five days, the School Leader and the student's homeroom teacher/advisor will develop and implement a plan for improving the behavior.

Long-Term Suspension and Expulsion

School leadership may recommend suspension for more than 10 days and/or expulsion of a student to the School Leader or Board for serious infractions, including (but not limited to): defiance of authority, repeated disregard or disobedience of school rules, verbal abuse of adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction or theft of school property or personal property, truancy, assault of school personnel, possession of a weapon on campus, participation in gang related activity on campus, possession of firearms or other dangerous weapons, possession of controlled substances. In cases in which the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

The parent/legal guardian and student will be notified in writing within 24 hours of the intent to suspend for more than 10 school days or expel the student and of the right to appeal the decision to suspend for more than ten (10) days. STRIVE will also provide written notice to parents/guardians of the time and place of a discipline hearing, which will be held no later than ten days after the beginning of the suspension. The hearing must include the student, the School Leader and the school staff who determined the suspension, and the parent/legal guardian. The hearing authority (the School Leader or Board) may affirm or overturn the decision of school leadership.

Staffing and Responsibility for Student Discipline

All STRIVE staff are expected to uphold the standards and policies of the Student Code of Conduct at all times when engaged with students in school and/or at school related events and activities. The School Leader (Deans of Student Achievement, beginning in year 3) is responsible for intervening and following through on consequences and communication when teachers' attempts to manage behavior are unsuccessful and a student must be removed from the classroom.

To track student behavior, STRIVE will use a student paycheck system. Points will be recorded on student paychecks, and will be entered into LiveSchool daily. Each week, student paychecks will be submitted to the office manager, who will provide teachers with student reports from LiveSchool. We will also use LiveSchool to track detentions, suspensions, and other behavioral data. Each Friday morning, the School Leader or Deans of Student Achievement will review the data to identify trends in misbehavior, identify struggling students, and determine next steps for struggling students.

STRIVE seeks to hire Deans of Student Achievement with administrative credentials, five or more years' experience in urban schools, and two or more prior years' experience in an administrative role. In addition, this individual will have the ability to communicate effectively with various stakeholders, quickly build relationships with parents/guardians, and address student issues in a supportive but firm manner.

Discipline and Students with Disabilities

STRIVE will meet all requirements of Section 504 of the Rehabilitation Act, the IDEA, and State laws regarding disciplining of students with disabilities. Specifically, the Dean of Student Supports will

monitor discipline incidents for students with IEPs or 504 plans. If such a student is suspended for more than 10 consecutive days (or less than 10 consecutive days, but the removals constitute a pattern), it will be considered a change in placement. The parent/guardian of the student will be notified immediately of the decision to change placement for disciplinary reasons and of procedural safeguards under IDEA; the student will be entitled to a free and appropriate public education (FAPE) during this time as determined by the team. Within 10 school days, the team, including a parent, will also review appropriate information and make a manifestation determination to decide if the conduct is a result of the student's disability or a failure of STRIVE to implement the student's IEP. The Dean of Student Supports or psychologist may also provide a functional behavioral assessment and develop a behavioral plan for the student including intervention services designed to address the behavioral violation.

If the behavior is determined not to be a manifestation of the disability or the school's failure to implement the IEP, STRIVE will apply the same discipline procedures as for a general education student, and review and revise the behavior plan while still providing FAPE services as above. If the behavior is determined to be a manifestation of the student's disability or the school's failure to implement the IEP, STRIVE will immediately take steps to review and rectify the situation. This process will be led by the Dean of Student Supports in collaboration with the team. In addition, a functional behavioral assessment will be conducted (unless previously done for similar behavior) and a behavior implementation plan will be established, or a current one reviewed, and the student will be returned to his/her original placement with appropriate additional supports, unless the parent/guardian and STRIVE agrees to a different placement. Parents may request a hearing to challenge a finding of no manifestation, and the hearing conducted within 20 days of the request and a decision made within 10 school days of the hearing. The student remains in the disciplinary placement pending the outcome with "stay put" being the interim alternative setting. The school may also challenge a finding of no determination. Three exceptions allow school officials to remove a student to an alternative setting regardless of the manifestation determination: carrying a weapon at school; knowingly possessing or using illegal drugs; or inflicting serious bodily injury on another person.

v. DRAFT STRIVE COMMITMENT

Values	Student <i>As a student at STRIVE Collegiate Academy, I commit to do everything I can to keep STRIVING towards Excellence, in the following ways:</i>	STRIVE Staff <i>As a teacher at STRIVE Collegiate Academy, I commit to do everything in my power to keep STRIVING toward Excellence, in the following ways:</i>	Families <i>As a parent or guardian of a STRIVE Collegiate Academy students, I commit to do everything in my power to keep STRIVING towards Excellence, in the following ways:</i>
Self-Advocacy	<ul style="list-style-type: none"> I will raise my hand and ask questions in class if I do not understand something. I will call my teachers if I have a problem with the homework. I will leverage my strengths to reach my goals. I will work to improve my areas of growth accessing resources to support my development. 	<ul style="list-style-type: none"> We will reach out to our student’s parents for positive and areas of concern. We will reach out to our peers and leadership team when we don’t understand or have a new idea. 	<ul style="list-style-type: none"> We will reach out to our child’s teacher whenever we have a question or don’t understand something. We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This means that we will check our child’s homework every night, let him/her call a teacher if there is a problem with the homework, and try to read with him/her every night.
Teamwork	<ul style="list-style-type: none"> I will always make myself available to my family, teachers, and any concerns they might have. I will work with all of my teammates and take responsibility for helping them to learn. I will work together collaboratively to find a solution(s) to issues that may arise. 	<ul style="list-style-type: none"> We will always make ourselves available to students, parents, and any concerns they might have. We will work closely with our colleagues and with families in support of the success of every STRIVE student. 	<ul style="list-style-type: none"> We will always make ourselves available to our child, the school, and any concerns they might have. This means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us. We will attend the school-led events to support our child’s academic & leadership goals.
Resilience	<ul style="list-style-type: none"> I will start and complete my work (homework & class work) every night, at the appropriate time, without an adult reminder. When I don’t get something right, I 	<ul style="list-style-type: none"> We will always protect the safety, interests and rights of all individuals in the classroom. We will never give up. 	<ul style="list-style-type: none"> We will ensure our child starts his/her homework, at the appropriate time and will gradually stop reminding him/her to begin. When our child doesn’t understand,

	<p>will find other ways to get to the right solution.</p> <ul style="list-style-type: none"> • I will maximize my learning time and double check my work to ensure I have given it my all. 		<p>we will use questions to push his/her thinking versus giving him/her the answer.</p>
Integrity	<ul style="list-style-type: none"> • If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions. • I will make great choices when I am not accompanied by an adult (i.e. restroom, hallway, homework, etc.). • I will be honest about what I know and what I don't know. 	<ul style="list-style-type: none"> • We will act with the utmost integrity, no matter where we are or who is watching us. • We will tell the truth to all members of the STRIVE Collegiate Academy community. • We will treat all members of the STRIVE community fairly, regardless of race, gender, religion, appearance, or other distinguishing features. • We will follow through on all of the commitments and promises that we make, and admit mistakes when we make them. • We will listen to our conscience and do the right thing. 	<ul style="list-style-type: none"> • We will check our child's homework every night and will sign our name indicating we have checked his/her assignment(s) and it is complete.
Virtue	<ul style="list-style-type: none"> • I will follow the STRIVE Collegiate Academy's dress code. • I am responsible for my own behavior, and I will follow all directions, acknowledging they are in my best interests. • I will always behave so as to protect the safety, interests and rights of all individuals in the classroom. This means that I will always listen to all my teammates and give everyone my respect. 	<ul style="list-style-type: none"> • We will follow the STRIVE Collegiate Academy professional dress code (Monday-Friday). • We will model all STRIVE values inside and outside of the school-setting. 	<ul style="list-style-type: none"> • We will make sure our child follows the STRIVE Collegiate Academy dress code. • We understand that our child must follow STRIVE Collegiate Academy's rules so as to protect the safety, interests and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
Excellence	<ul style="list-style-type: none"> • I will always work, think and behave in the best way I know how, and I will do whatever it takes for my fellow students and me to learn. • I will speak loudly and proudly when presenting. 	<ul style="list-style-type: none"> • We will do whatever it takes to ensure that ALL students learn as much as we can teach them, and that ALL students make progress toward being prepared for top-notch high schools, colleges, and the world beyond the classroom. 	<ul style="list-style-type: none"> • We will ensure our child is maximizing his/her learning time and double checking his/her work to ensure he/she has given it his/her all. • We will make sure our child arrives

	<ul style="list-style-type: none"> • I will keep my work and materials organized and ensure that I turn in work that's been checked for quality and clarity. • I will attend school daily and will arrive on time prepared for all classes. 	<ul style="list-style-type: none"> • We will teach every lesson to the best of our ability. • We will arrive at STRIVE Collegiate Academy every day by 7:00 a.m. (Monday-Friday) • We will remain at STRIVE Collegiate Academy every day until 5:00 p.m. (Monday-Friday) • We will come to STRIVE Collegiate Academy on appropriate Saturdays at 8:45 a.m. and remain until 1:15 p.m. • We will teach at STRIVE Collegiate Academy during the Summer Leadership Academy. 	<p>at STRIVE Collegiate Academy every day by 7:30 a.m. (Monday-Friday) or boards a bus at the scheduled time.</p> <ul style="list-style-type: none"> • We will make arrangements so our child can remain at STRIVE Collegiate Academy until 4:15 p.m. on Monday-Tuesday and Thursday-Friday. 1:30 p.m. on Wednesday. • We will make arrangements for our child to come to STRIVE Collegiate Academy on appropriate Saturdays at 9:00 a.m. and remain until 1:00 p.m. • We will ensure that our child attends STRIVE Collegiate Academy's Summer Leadership Academy.
Signature	_____ Signature	_____ Signature	_____ Signature

VI. Calendar and Schedules

Hours of Operation

The school building opens each day at 7:00 a.m. and closes each day at 6:00 p.m. Students are not allowed in the building before 7:00 a.m. or after 6:00 p.m. without direct supervision of a STRIVE Collegiate team member.

Sample Daily/Weekly Schedule

Students will attend school from 7:30 a.m. to 4:15 p.m. Monday, Tuesday, Thursday and Friday. Students will attend school from 7:30 a.m. to 1:30 p.m. on Wednesday. (A copy of a sample daily/weekly schedule will be provided in the handbook given to students and families. Please see **Attachment 4: School Calendar and Schedules** for STRIVE's draft daily schedules for all grade levels.)

Annual Calendar 2015-2016

(A copy of the annual calendar will be provided in the handbook given to students and families. Please see **Attachment 4: School Calendar and Schedules** for STRIVE's draft annual calendar for 2015-2016.)

Attachment 6: STRIVE Facilities Plan

Facilities

Finding a suitable facility is often one of the greatest challenges facing a new, start-up charter school.

It can be difficult to negotiate or sign a lease for a facility without having been approved to open a school. This section does not require a formal agreement for a facility; however, viable options should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

Please list your plan for facilities and include the following:

- Basic requirements to accommodate your school plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities.
- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- Charter schools must adhere to all Americans with Disabilities Act (ADA) requirements and also all applicable city planning review procedures. They must also comply with all health and safety requirements per T.C.A. § 49-13-105. Please provide a plan for compliance with these requirements.
- Specify your classroom needs and include science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- Submit a timeline with reasonable assumptions for facility occupation.
- Reasonable budget assumptions that include rent, utilities, maintenance, insurance, and build-out costs.

STRIVE Collegiate Academy has not yet finalized a site for the school, but is working in partnership with the Tennessee Charter School Center to identify a suitable facility for the school.

Facility and Classroom Requirements for School Plan

The following basic facility requirements would accommodate our school plan during our first year of operation: 5 classrooms at 900 square feet each, 1 tutoring/smaller classroom at 600-800 square feet each; a main office; a teacher workroom with sufficient space of storage, copiers, and teacher workstations; and a common space for community meeting and breakfast/lunch. Our needs will increase each year, with the addition of at least five classrooms and one tutoring room per year. When STRIVE is at capacity, our classroom space needs increases to 20 classrooms and 6 tutoring/small classrooms. The overall square footage required at capacity is approximately 50,000.

Specialty classrooms required for our school plan are the following: common space/cafeteria to seat 120 students at tables; and ideally, 1 computer lab for 30 students. Administrative/support space required for the school plan at capacity include: main office; 2 smaller leadership offices: Deans of Student Achievement, Literacy Coach, Dean of Student Supports; 1 teacher work room with sufficient space for 18-20 teacher workstations, printers, copier(s) and some storage; 2-3 storage/supply rooms. The school will most likely not have a gymnasium or auditorium due to the costs of developing this type of space. STRIVE will look for opportunities to partner with community organizations such as the Napier Community Center, Hermitage Community Center, and the YMCA for recreational space.

Process and Timeline for Identifying and Securing a Facility

In summary, STRIVE is confident that we will find a quality facility in our target area. If we are unable to secure additional funding we will pursue a build-out lease option similar to many current charter operators. If we are able to secure philanthropy we will pursue a purchase option. STRIVE is working with Southeast Venture and the Tennessee Charter School Center to search for suitable facilities in the McGavock cluster. Throughout the facilities search, STRIVE commits to adherence to all Americans with Disabilities Act (ADA) requirements and also all applicable city planning review procedures. STRIVE also commits to compliance with all health and safety requirements per T.C.A. § 49-13-105.

STRIVE anticipates securing its facility with a Letter of Intent in place, pending the approval of the charter application and notice of external funding, by October, 2014. Finally, and as noted above, STRIVE will ensure that any facility it occupies will fully comply with T.C.A. § 49-13-105, the Americans with Disabilities Act and any applicable city planning review procedures. At the time of application submission, the School Leader has examined numerous properties in the McGavock area and identified **eight properties** that could be suitable during the first years of operation, and is considering the addition of modular units to accommodate the school's enrollment at capacity, depending on the specific site. The following table presents current options under consideration.

Potential Locations	
Address	Notes
2514 Perimeter Place Dr.- Royal Parkway Center I	Royal Parkway Center would be a great site for STRIVE. This property has been available for over 2 years, and is 14,915 square feet, with a parcel size of 9.04 acres. It is in great proximity to the area that we are trying to serve, and conveniently located near I-40 and Briley Parkway. The property is currently listed with a leasing rate of \$8.00 per square foot, and the Landlord is willing to negotiate a tenant improvement allowance toward build-out. With a minimum of 5 to 7 years, the Landlord would be willing to make improvements to the property. The space that is available is on the 2 nd floor, but the 1 st floor could also be available if necessary.
1915 Air Lane Dr.	East Industrial Center is a potential option for STRIVE. This property is 33,500 square feet, with a land area of 2.05 acres. There is 1,425 square feet of office space within the 33,500 square feet building. It is located in the Donelson area near I-40 and Briley Parkway. The property is currently listed with a leasing rate of \$4.50 per square foot, and the Landlord is willing to negotiate the terms.
100 Centerview Dr.	Commerce Center East is located on the campus with Argosy University and the Art Institute. Currently there is 12,411 square feet available. This space includes classroom, 24/7 building access, A/C, a food court (where lunch can be served), a property manager on site, and a security system. The property is currently listed at \$14.00 per square foot. It is higher than the \$10.00 per square foot budgeted, but there would not be a construction cost in the first year.
225 Ellery Ct.	Royal Park Business Center I is located near I-40 and the airport. It is located in an office park near other businesses, but is located at the corner of the property. There is 17,198 square feet available with 4,701 square feet of office space. The property is listed at \$5.50 per square foot and the term is negotiable by the owner.
1717 Elm Hill Pike	Airport North Cluster is an ideal location for STRIVE. The location is currently vacant and there is 5,000-78,837 square feet available. This property could accommodate the school for years to come. The rental rate is \$8.50 per square foot and the term is negotiable.
3424-3436 Lebanon Pike	Hermitage Plaza- Hermitage Lanes Center is located on Lebanon Pike and is a potential location for STRIVE. It is accessible to all elementary schools in the McGavock Cluster. Currently, there is 67,000 square feet available and the owner is willing to rent available space between 2,000-67,000 square feet. This location is currently vacant, the rent is \$3.00-\$12.00 per square foot and the term is between 3-20 years.
3445 Lebanon Pike	Jacksons Courtyard is also located on Lebanon Pike across from the Hermitage Plaza. It is currently vacant and is 24,040 square feet. This location is in a neighborhood center, but is a freestanding building. The term is negotiable and the rental rate is \$7.75 per square foot.

2710 Old Lebanon Rd	Donelson Plaza is located in a shopping center in Donelson. Currently, there is 16,800 square feet available at \$8.98 per square foot. This location is currently vacant and the term is negotiable.
2491 Murfreesboro Pike	This property is a very economical option for STRIVE, and is easily accessible from I-24 and I-40. It could accommodate the school for years to come, and is 29,000 square feet. There will not be any build-out assistance from the Landlord, but with a leasing rate of \$6.00 per square foot, which is lower than what we project in our budget assumptions, this still presents itself as a viable option. This was a grocery store, so the layout is wide open. It is located in a shopping center that shares a parking lot with K-Mart.

Budget Assumptions

Strive Collegiate Academy has included a robust budget for facilities with an assumed \$10/square foot cost for lease expenses and an additional \$10/square foot for capital improvements. While the items have been budgeted individually it is important that they be considered in tandem when thinking about facility costs. Typically buildings with low rent will require more capital improvements and buildings with higher rent will require less. When considered in tandem assuming a 12,000 sq. ft. building \$240,000 is available for use on facilities. This represents 15% of the total budget which is in line with other charter school budgets within Tennessee. Note that the lease cost does not include utility costs, which have been budgeted separately. We have also budgeted for operating costs as well as insurance. In addition to facility costs, furniture and equipment have also been budgeted adequately using existing charter school budgets to inform projections. The table below details our budget assumptions for facilities, which we believe are both realistic and conservative.

Annual Cost for Leasing Option

	Year 1	Year 2	Year 3	Year 4
Enrollment	120	240	360	480
Square feet per student	100	100	100	100
Required space	12,000	24,000	36,000	48,000
Lease rate (\$10 per square foot)	\$120,000	\$240,000	\$360,000	\$480,000
Operating costs	\$54,000 (\$4.50 sq/ft)	\$91,800 (\$3.83 sq/ft)	\$131,040 (\$3.64 sq/ft)	\$171,915 (\$3.58 sq/ft)
Insurance costs	\$10,000	\$12,500	\$15,000	\$17,500
Build out costs	\$120,000	\$0	\$72,000	\$84,000
Total facilities costs	\$304,000	\$344,300	\$578,010	\$753,415
Per student cost	\$2,533	\$1,435	\$1,606	\$1,570

Attachment 7: STRIVE Transportation Plan

Transportation

If a public charter school elects to provide transportation for its pupils, the transportation is to be provided by the school or by agreement with the LEA within the district in which the school is located pursuant to chapter 6, part 21 of Title 49 of Tennessee Code Annotated. "If a charter school elects to provide transportation other than through agreement with the LEA, the school shall receive all funds that would have been spent by the LEA to provide such transportation. If a public charter school elects not to provide transportation for its pupils, the school shall not receive the funds that would otherwise have been spent to do so." T.C.A. § 49-13-114.

If applicable, outline your proposed transportation plan as follows:

- How will you transport the students to and from your school? Describe how the school will provide transportation and include extracurricular activities and Saturday school if applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Include in school budget assumptions the liability insurance required for transporting students.
- Reference evidence of familiarity with state and federal regulations relating to provision of transportation services.

Providing Transportation

Access to transportation is a potential barrier to students accessing STRIVE Collegiate Academy. In an effort to remove this barrier for all interested students and to ensure we serve a diverse student population, STRIVE will provide transportation to all students. For this service, we will contract with a private transportation company, and transportation will be managed by the Director of Operations. We will contract with a transportation service which can also provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions presented below (and more fully presented in **Attachment 10: Budget Narrative**).

Budget Assumptions

Similar to other charter schools in Nashville, we will provide transportation to all of our students. Based on the experiences of other charter schools in Nashville, we anticipate approximately one-third to one half of our students will utilize transportation each year because their families may drive them to school or students may walk to school if they live near the school location. Accordingly, we have budgeted \$107,500 for two busses in year one (which can accommodate up to 150 students), increasing to \$430,000 for eight buses in year four. As stated in our contingency planning detailed in the narrative, if we find that more students will need transportation services than we have anticipated we will ensure that all students who need transportation to school receive it.

Complying with state and federal regulations

STRIVE also knows that it must comply with state and federal regulations regarding its transportation service, such as the federal McKinney-Vento Homeless Assistance Act, which states that schools must provide transportation to homeless students. We will work with our transportation service as well as public transportation options if needed, to ensure that any student who is homeless or temporarily displaced will be able to continue to attend STRIVE, even if temporarily living outside the boundaries where transportation is provided.

Attachment 8: STRIVE Food Service Plan

Food Service

Food service must be provided in accordance with the nutrition regulations outlined in the T.C.A. §§ 49-6-2301--2307. Applicants should check with the LEA within which they wish to locate to determine if the LEA will allow a charter school to utilize its food service or if it must apply to the state to provide its own food service.

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

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.
- Include any plans to meet the needs of low-income and academically low-achieving students such as a community garden, inclusion of fresh fruits and vegetables initiatives, etc.
- How the school intends to collect free and reduced price lunch information from qualified families and include it in the food plan.
- How the school will ensure compliance with applicable state and federal regulations.

STRIVE Food Service, Nutritional Guidelines, and Compliance

STRIVE is committed to providing students with access to healthy and nutritious food during the school day. We will adhere to the school nutrition guidelines articulated in the Tennessee School Nutrition Act, T.C.A. §§ 49-6-2301—2307, as well as federal guidelines such as the National School Lunch Act and Child Nutrition Act. We seek to meet all of our students' nutrition needs and will offer all students the opportunity to participate in our breakfast and lunch program.

STRIVE will contract with an appropriate vendor to provide its food service that complies with all nutrition guidelines for students. This contract will be overseen and managed by the Director of Operations who will ensure the meals meet all guidelines and will monitor the contract on an ongoing basis for continual compliance. STRIVE 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, serving utensils if applicable, packaging needed to transport food in a sanitary manner, and transportation to and from the school.

Sample contract provisions and expectations of the vendor we select may include:

- Maintaining Tennessee Health Department Bi-Annual Inspection with a passing score
- Having a Hazard Analysis and Critical Control Points program in place
- Maintaining appropriate records and documentation
- Making accommodations for food allergies and other dietary restrictions
- Ensuring hot and cold meals are maintained at appropriate temperatures during transport and delivery
- Pricing all meals as a unit, aligned to USDA requirements

Collecting Free and Reduced Price Meal Information

We will establish a system by which we will annually distribute and collect qualifying information for free and reduced-price lunch, which will be coordinated by our Directors of Operations and office manager. All qualified students will receive free or reduced-price lunch and breakfast. We will use various means to ensure that all families complete the appropriate forms by including them in enrollment information, at orientation, as part of home visits, at conferences, and through communication with individual families.

Attachment 11: STRIVE Insurance



March 14, 2014

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: STRIVE Collegiate Academy Intent of Insurance Coverage

Dear Mr. Coverstone:

STRIVE Collegiate Academy has begun the process of fulfilling the insurance requirements that Metro Nashville Public Schools requires be maintained for their Charter Agreement. As stated by MNPS guidelines General Liability/Automobile Liability Policy: must be equal to or greater than \$5,000,000. This insurance will be primary insurance and the first \$1,000,000 dollars will be with a company licensed in Tennessee with an AM Best rating of at least A. The following \$4,000,000 layer will be covered under an excess liability policy or an umbrella policy. This policy will name MNPS as an additional insured and will include contractual liability. The automobile coverage will cover all owned, hired and non-owned vehicles in the amount of \$1,000,000 with the additional \$4,000,000 excess layer. Sexual Abuse and Molestation will be provided with a limit of no less than \$1,000,000.

The Professional Liability policy for the Directors and Officers of STRIVE Collegiate Academy will be equal to or greater than \$5,000,000 and the Teachers Professional Liability cover will be equal or greater than \$1,000,000. Workers Compensation and Employers Liability policy will be equal to or greater than \$500,000 each accident, \$500,000 each employee and \$500,000 policy limit. Property and Boiler insurance policy will be provided if the Charter school purchase or leases the property being occupied. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.

Certificates of Insurance, in a form satisfactory to the Chartering Authority shall be provided to the Chartering Authority prior to the commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement the sponsor will provide updated Certificates of Insurance forms upon expiration of the current certificates.

Should you have any questions regarding coverage requirements, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Taylor R Ragan".

Taylor R Ragan, CIC, CAWC
Martin & Zerfoss, Inc.

PO BOX 121587
NASHVILLE, TN 37212

TEL 615 297-8500
FAX 615 269-7390
T 888 297-8557



WWW.MARTINZERFOSS.COM

Attachment 12: STRIVE Waivers

STRIVE Collegiate Academy shall operate in compliance with all Metropolitan Nashville Public Schools policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. In order for STRIVE Collegiate Academy to ensure its students meet or exceed local, state and national academic standards, it must provide its students with a greater amount of time on task. STRIVE Collegiate Academy's governance and leadership need flexibility in its initial structure to overcome potential barriers in fulfilling our mission and goals. We use this autonomy to pursue academic success and personal excellence and formally request a waiver from the laws, rules and regulations listed below. If necessary, we are happy to provide additional detail or produce additional documents. The request includes all laws, rules and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal.

In addition to the specific waiver requests listed below, we request waivers of any additional rules and regulations that are waiver for existing or future charter schools authorized by the District. We also reserve the right to supplement this request or make additional waiver requests in the future.

PERSONNEL WAIVERS

1. COMPENSATION – LICENSED PERSONNEL SALARIES

TN Education Statute: §49-3-306(a)

State Board Rule: 0520-1-2-02

Rationale for Waiver/Proposed Practice: While we ensure that public monies will be used properly and all personnel will be paid adequately and timely, it is critical to our program that the STRIVE payroll system reflects our individual school's purpose and philosophy. At STRIVE we believe academic results should be a factor in determining total compensation.

2. COMPENSATION – LONGEVITY PAY

TN Education Statute: §8-23-206(a)

State Board Rule:

Rationale for Waiver/Proposed Practice: While we ensure that public monies will be used properly and all personnel will be paid adequately, it is critical to our program that STRIVE's payroll system reflects our individual school's purpose and philosophy. Upon approval by the Board of Directors, STRIVE will offer incentive pay that compensates them for years of consistent student performance and professional development growth, not just years of service.

3. HOURS AND BENEFITS – TEACHER ASSIGNMENT

TN Education Statute: §49-5-401

State Board Rule:

Rationale for Waiver/Proposed Practice: STRIVE utilizes an extended schedule, including increased instructional and professional development hours. Teachers receive compensation commensurate with the increased work hours.

4. HOURS AND BENEFITS – SCHOOL TERM VACATIONS AND OTHER NON-INSTRUCTIONAL DAYS

TN Education Statute: §49-6-3004

State Board Rule:

Rationale for Waiver/Proposed Practice: STRIVE operates with an extended school year of 189 instructional days and an extended school day from 7:30 am – 4:15 pm.

5. Evaluation of Principals, Assistant Principals, and Supervisors

TN EDUCATION STATUTE: 49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502

STATE BOARD RULE: 0520-2-2(2)

RATIONALE FOR WAIVER/Proposed Practice: The key to our success is our ability to attract, train and retain a staff committed to our mission, sharing our vision, and provided with the motivation and support necessary to succeed. It is essential that we are able to design hiring, pay, benefits, promotion, and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the yearly offer letters that are developed for STRIVE Collegiate personnel.

6. PROMOTION AND EVALUATION – GENERAL REQUIREMENTS FOR EVALUATION

TN Education Statute: 49-5-5205

State Board Rule: 0520-1-1-.01

Rationale for Waiver/Proposed Practice: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we are able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for STRIVE’s personnel.

7. PROMOTION AND EVALUATION – THIRD-YEAR APPRENTICE EDUCATORS

TN Education Statute: 49-5-5205

State Board Rule: 0520-2-1-.03

Rationale for Waiver/Proposed Practice: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we are able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for STRIVE personnel.

8. TENURE – EVALUATION CONTRACTS AND EMPLOYMENT TERMINATION

TN Education Statute: 49-5-408-409

State Board Rule: 0520-2-2(2)

Rationale for Waiver/Proposed Practice: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we are able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their contracts, will be offered another contract.

9. TENURE - TENURE

TN Education Statute: 49-5-501-513

State Board Rule:

Rationale for Waiver/Proposed Practice: As a charter school, STRIVE will be results-driven. Accordingly, STRIVE’s employees will be “at-will.”

10. STAFFING REQUIREMENTS – LICENSED PRINCIPALS

TN Education Statute: 49-5-101(a)

State Board Rule: 0520-1-2-.03(6)

Rationale for Waiver/Proposed Practice: STRIVE would like to be able to recruit the most qualified candidates around the country to fulfill its mission.

11. STAFFING REQUIREMENTS – LIBRARY INFORMATION CENTER PERSONNEL

State Board Rule: 0520-1-3-.07(2)

Rationale for Waiver//Proposed Practice: A substantial library is available to students at the nearest public library, Donelson, Hermitage, and Old Hickory Branch Libraries. STRIVE’s students will have continuous access to a substantial classroom library.

SCHOOL MANAGEMENT/OPERATIONAL WAIVERS

1. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS – SCHOOL YEAR COMMENCEMENT

TN Education Statute: 49-6-3004

State Board Rule:

Rationale for Waiver/Proposed Practice: STRIVE utilizes an expanded school year calendar. For this reason, the school will start before Labor Day.

2. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS – LOCAL FISCAL ACCOUNTING

TN Education Statute: 49-3-316

State Board Rule:

Rationale for Waiver/Proposed Practice: While we ensure that public monies will be used properly, that all regulations will be met and that all of our operations will stand up to a financial audit, it is critical to our program that our management systems reflect our individual school's purpose and philosophy.

3. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS – FORMULATION AND ADMINISTRATION OF BEHAVIOR AND DISCIPLINE CODES

TN Education Statute: 49-6-4012(b)

State Board Rule:

Rationale for Waiver/Proposed Practice: While parents and students will undergo due process, it is important that the discipline practices of STRIVE provide a safe and effective learning for students.

4. Approval of Routes

TN Education Statute: 49-6-2106

State Board Rule:

Rationale for Waiver/Proposed Practice: STRIVE Collegiate Academy intends to use bus routes to guarantee that we enroll students who will most benefit from our curriculum and mission. We do not want lack of a bus stop to preclude a family from enrollment in the school.

EDUCATION WAIVERS

1. CURRICULUM – HEALTH, PHYSICAL AND WELLNESS EDUCATION

TN Education Statute:

State Board Rule: 0520-1-3-.05

Rationale for Waiver/Proposed Practice: Students will be involved in physical education activities each week as part of Fitness block each day. The School Leader will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

2. CURRICULUM - FINE ARTS

TN Education Statute:

State Board Rule: 0520-1-3-.05

Rationale for Waiver/Proposed Practice: Students will be involved in fine arts activities during the Elective Block. Fine arts classes may be taught by volunteers. The School Leader will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.

3. CURRICULUM – USE OF UNAPPROVED TEXTBOOKS

TN Education Statute: 49-6-2206

State Board Rule:

Rationale for Waiver/Proposed Practice: To meet the potential of our school, it is essential that we tie our curriculum and instructional approaches to our individual school's mission and goals. STRIVE will use both state-approved textbooks and other unapproved instructional materials.

CAPITAL OUTLAY WAIVERS

1. CAPITAL OUTLAY

TN Education Statute: 49-3-311

State Board Rule:

Rationale for Waiver/Proposed Practice: Preparing a charter school facility will be one of our greater challenges. Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non- health and safety standards for the school site and have control of the facility vested in our board, rather than the city board of education. Having this freedom will allow us to use our school site resources most effectively and efficiently and align our building choices with our mission and goals.

In addition to the specific waiver requests listed above, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by Metro Nashville Public Schools. We reserve the right to supplement this request or make additional waiver requests in the future. To request waivers of MNPS District Standard Operating Procedures (DSOP), STRIVE Collegiate Academy understands the process outlined in the Standard Operating Procedure Outline (Policy Reference No. SBO 1.106) required when requesting a waiver of a policy within MNPS and will do the following:

- Submit all waiver requests in writing to the Chartering Authority no later than sixty (60) days prior to the school's intention to implement the waiver, if granted.
- Provide a waiver request that explicitly lists the specific DSOP requested to be waived.
- Provide a waiver request that includes detailed documentation of the grounds for requesting the waiver and specific evidence showing how the DSOP currently inhibits or hinders the proposed charter school's ability to reach its goal or comply with its mission statement.
- Ensure that all waiver requests filed with the Chartering Authority contain information on other waiver requests filed with the TN Commission of Education and including the status of those waiver requests.

Attachment 13: Community Partnerships (Community Involvement and Parent Engagement)



The Mike Curb Center For Free Enterprise
120 Powell Place, Nashville, TN 37204
Phone 615 383 9500 Fax 615 297 8514
www.janash.com



Metro Nashville Public School Board
2601 Bransford Avenue
Nashville, TN 37204

To Whom It May Concern:

Junior Achievement of Middle Tennessee (JAMT) is submitting this letter of support and recognition for the establishment of STRIVE Collegiate Academy (SCA). I believe SCA's mission "to prepare middle school students for success in high school, college, and career" aligns with JAMT's work to give young people the knowledge and skills they need to own their economic success, plan for their future, and make smart academic and economic choices.

Since 1957, JAMT has worked to incorporate real-world business concepts in academic education. JA is the world's largest organization dedicated to educating students about workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programs across 18 counties in the mid-state since. Because JAMT is invested in offering relevant educational opportunities in the mid-state that complement traditional academic learning, we believe in the mission of SCA. In addition to high academic expectations, SCA aims to instill its students with important values such as self-advocacy, teamwork, resilience, integrity, virtue and excellence that will allow them to succeed personally and professionally. This builds the kind of character that we want to see in tomorrow's business and community leaders.

I believe strongly in the need to ensure students in Nashville and Middle Tennessee receive an education that ensures they are prepared for success in high school, college, and their careers. I also believe that every single student deserves to choose an educational option that best suits their needs, including opportunities to work with educators that challenge them to fulfill their highest potential. Junior Achievement of Middle Tennessee looks forward to welcoming SCA as part of Nashville's academic community. Thank you for considering STRIVE Collegiate Academy's charter proposal. If you have any questions, please don't hesitate to contact me at 615.627.1184.

Sincerely,

A handwritten signature in blue ink, appearing to read "Trent Klingensmith".

Trent Klingensmith
President
trentk@janash.com

With JA, no one's too young to experience their first year in business.

To whom it may concern:

Girls Inc. at the YWCA of Nashville & Middle Tennessee is the local affiliate of a national nonprofit organization dedicated to inspiring all girls to be strong, smart and bold. Girls Inc. provides innovative, girl-centered programming that encourages girls to take healthy risks, resist peer pressure, and discover their true potential. Research-based curricula, delivered by trained, mentoring professionals in a positive all-girl environment equip girls to achieve academically; lead healthy and physically active lives; manage money; navigate media messages; and discover an interest in science, technology, engineering, and math.

Girls Inc. is currently providing programming in 11 Metro Nashville public middle and elementary schools, including four NAZA sites. We are always looking for ways to bring this important program to as many girls as possible. We look forward to expanding Girls Inc. in both traditional and charter schools in the MNPS system. We are excited about our conversations with STRIVE Collegiate Academy, and if the charter is approved, we would delight in providing Girls Inc. programming at this site.



Best regards,
Dulce Quintero
Director of Youth Services



1704 Charlotte Ave., Suite 130
Nashville, Tennessee 37203

615 329-9191
Fax 615 321-5913
www.mentorakid.org

Date: March 21, 2014

Office of Charter
Schools 2601 Bransford
Ave.
Nashville, TN 37204

To Whom It May Concern:

My staff has been in conversation with LaKendra Butler, Founder of STRIVE Collegiate Academy and we are excited about the potential to partner between Big Brothers Big Sisters of Middle Tennessee and the students and families of STRIVE Collegiate Academy. We are in the process of discussing more details of how our programs at the Big Brothers Big Sisters will coordinate with STRIVE's schedule or accompany their students and families after school, but we are confident that this partnership will add value to the school and their students and families.

Sincerely,

A handwritten signature in cursive script that reads "Carlyle Carroll".

Carlyle Carroll
CEO, Big Brothers Big Sisters of Middle Tennessee

March 18, 2014

Office of Charter
Schools 2601 Bransford
Ave.
Nashville, TN 37204

To Whom It May Concern:

I have been in conversation with LaKendra Butler, Founder of STRIVE Collegiate Academy and we are excited about the potential to partner between the Hermitage Community Center and the students and families of STRIVE Collegiate Academy. We are in the process of discussing more details of how our programs at the Hermitage Community Center will coordinate with STRIVE's schedule or accompany their students and families after school, but we are confident that this partnership will add value to the school and their students and families.

Sincerely,

A handwritten signature in cursive script that reads "Jessica Easley".

Jessica Easley

Hermitage Recreation Leader

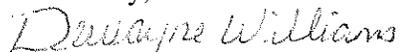
March 18, 2014

Office of Charter
Schools 2601
Bransford Ave.
Nashville, TN 37204

To Whom It May Concern:

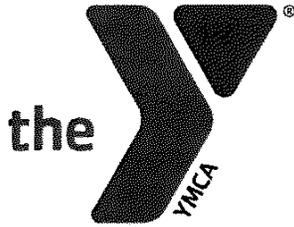
I have been in conversation with LaKendra Butler, Founder of STRIVE Collegiate Academy and we are excited about the potential to partner between the Napier Community Center and the students and families of STRIVE Collegiate Academy. We are in the process of discussing more details of how our programs at the Napier Community Center will coordinate with STRIVE's schedule or accompany their students and families after school, but we are confident that this partnership will add value to the school and their students and families.

Sincerely,

A handwritten signature in cursive script that reads "Dewayne Williams".

Dewayne Williams

Leader, Napier Community Center



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

March 17, 2014

Office of Charter Schools 2601
Bransford Ave.
Nashville, TN 37204

Dear Sir or Madam,

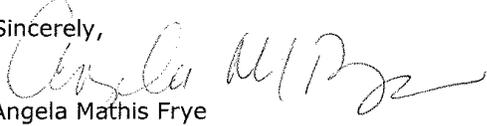
I am writing to express my support for the application of STRIVE Collegiate Academy. I believe deeply in the need to better educate Nashville's lowest achieving students and am confident that the ethos the founding board plans to adopt will raise the bar.

By introducing high expectations, a focus on literacy, and an emphasis on a structured leadership development program in a middle school setting, the STRIVE Collegiate team will demonstrate to students and families that college can start in middle school. Given the commitment of the team to high need populations and its members' track records achieving success in diverse fields such as law, business, media and education, I believe in their potential.

I have long been an ardent supporter of progressive educational initiatives in the arena of early childhood and believe that STRIVE Collegiate Academy will be a boon to local community efforts to raise the rate of college graduates in a historically lower achieving student population. I passionately believe in the power of interdisciplinary programs rooted in history, philosophy and literature to mold young minds and act as a catalyst for creating lifelong learners. I am familiar with the school through LaKendra Butler who serves on the board, and can personally testify to her character.

STRIVE Collegiate Academy would be a fantastic addition to the Nashville educational community and I wholeheartedly support their application.

Sincerely,



Angela Mathis Frye
Development Director



BOY SCOUTS OF AMERICA®
MIDDLE TENNESSEE COUNCIL

March 19, 2014

Lakendra, I appreciate your interest in having the Boy Scouts become a part of a possible Charter School Program. I am looking forward to working with the school, and helping the young men there. The BSA can help the school in two big ways. As a charter organization for the Boy Scouts, our units are encouraged to perform service projects for the charter organizations. We also are known for leaving our meeting places cleaner than we found them. It has been noted by some of our charter organizations that the boys in scouting are very well behaved and courteous. I hope that all works well with your attempt to start the school, and I look forward to working with you in the future.

Respectfully,

Kenneth Ray

Hermitage District Executive

Boy Scouts of America.

3414 Hillsboro Pike
PO Box 150409
Nashville, TN 37215

Phone: (615) 383-9724

Fax: (615) 297-9916

www.mtbsa.org

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Attachment 14: STRIVE Letters of Support (Community Involvement and Parent Engagement)

March 3rd, 2014

Metropolitan Nashville Public Schools
Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

To Whom It May Concern:

I am writing to express my support for the application of STRIVE Collegiate Academy. I believe deeply in the need to better educate Nashville's lowest achieving students and am confident that the talented founding board and the identified leader, LaKendra Butler, will help propel achievement for STRIVE's students.

By introducing high expectations in a middle school setting, the STRIVE Collegiate team will demonstrate to students and families that college can start in middle school. Given the commitment of the team to high need populations and its members' track records achieving success in diverse fields such as law, business, marketing and education, I believe in their potential.

I am confident that STRIVE Collegiate Academy will thrive under the excellent leadership of LaKendra Butler. Having worked directly, I know that she has the instructional and relational expertise to hire and coach the strong teachers who will enable STRIVE Collegiate Academy's students to excel. Moreover, her experience coaching young teachers will be an invaluable asset both in STRIVE's founding year and long-term.

I've worked with Teach For America in Nashville since the region's founding in 2009, and I've been privileged to work alongside so many in this community who are working to positively impact our students and community. And yet, there is rarely a day that goes by when I am not confronted with one of the many incredible challenges that still face many of our students in Davidson County. Although no solution is a panacea, under the right leadership, charter schools can be instrumental in raising achievement for traditionally underperforming students. It's crucial that our children – all of them – receive an excellent education. Indeed, it is the essence of the American dream. The vision expressed by the STRIVE Collegiate team as well as their evident passion and commitment to excellence in education – combined with their proven track record – give me hope for the future of our diverse community.

Brian Gilson
Director, Alumni Leadership
Teach For America – Greater Nashville

3 Strawberry Hill
Nashville, TN 37215
March 11, 2014

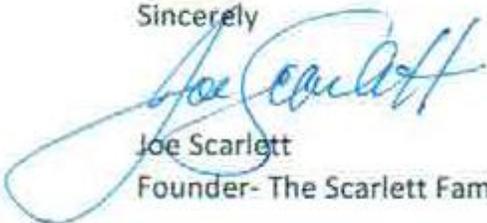
Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

To Whom It May Concern:

I am writing to show my support for La Kendra Butler and her application to open a new charter school. LaKendra approached me several months ago in an effort to build a stronger network in the community. She has since met and spent time with more than two dozen associates of mine who have all been very impressed with her warmth, knowledge and her commitment to education.

Based on my personal observations and those of my associates it easy to conclude that she will be a success in any undertaking. Based on her character and passion I express my support for the application of STRIVE Collegiate Academy.

Our family foundation is deeply committed to education in Middle Tennessee and is impressed with the successes of most of the Davidson County charter schools. I encourage you to approve LaKendra's application.

Sincerely

Joe Scarlett
Founder- The Scarlett Family Foundation

March 9th, 2014

Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

Dear Sir or Madam,

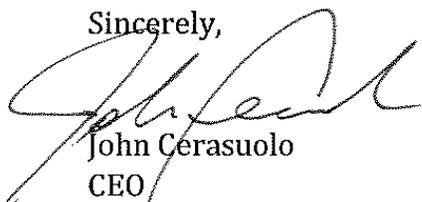
Please accept this letter expressing my support for the application of STRIVE Collegiate Academy. There is no greater challenge we face than that of better educating students in Nashville. I am confident that LaKendra Butler has the experience and talent to improve the lives of many children.

LaKendra has assembled a very capable and engaged board that will support her in this effort and ensure her success. By introducing high expectations, a focus on literacy, and an emphasis on a structured leadership development program, STRIVE will help put middle school students on a track for long-term success.

I am confident that STRIVE Collegiate Academy will be a boon to local community efforts to raise the rate of college graduates in a historically lower achieving student population.

STRIVE Collegiate Academy would be a fantastic addition to the Nashville educational community and I wholeheartedly support their application.

Sincerely,

Sincerely,

John Cerasuolo
CEO
ADS Security

Johnson & Company

Corporate Real Estate Services

208 River Oaks Road
Brentwood, Tennessee 37027

Albert W. Johnson II
President

Tel: 615-353-8497
e-mail: al@johnsoncompany.us

Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

Re: Letter of Recommendation
Ref: STRIVE Collegiate Academy

March 6, 2014

To Whom It May Concern:

It is my pleasure to write this Letter of Recommendation as an expression of my support for the application of STRIVE Collegiate Academy. LaKendra Butler contacted me several months ago as part of her community outreach and we have met several times to discuss plans for STRIVE and her desire to bring quality education to some of Nashville's most needy and deserving students.

Upon my request, Ms. Butler attended a community meeting with me and provided a clear and compelling reason and potential for STRIVE and its mission. Everyone was clearly impressed, given the questions and enthusiastic response, and if this is any indication of her ability to present and lead a school, she and STRIVE will surely be a big success.

It is clear to me that Ms. Butler is committed to delivering a quality education for her students, their parents and teachers alike. She has the determination, experience, and enthusiasm for leading a high quality school and better yet encouraging and motivating students and teachers alike to be all they can be.

I therefore am pleased to offer my strongest and sincerest recommendation for approval of STRIVE's application as a new charter school for Nashville.

Sincerely,

Sincerely,



Albert W. Johnson II
President
Johnson & Company

JUSTIN D. OWEN

March 10, 2014

Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

To Whom It May Concern:

I am writing in support of the application of STRIVE Collegiate Academy. As a strong supporter of providing quality educational options to Nashville families, I am confident that STRIVE and its leadership will be a welcomed asset to our community.

I have been privileged to get to know LaKendra Butler and learn her vision for providing meaningful opportunities for children in need of a better educational future. LaKendra has not only the vision to cultivate college-ready high school graduates, but she is committed to training our next generation of leaders. Her literacy-based curriculum across all disciplines proves that her formula for achievement is rooted in what matters most.

In addition to her vision and plan, LaKendra has the experience to make STRIVE Collegiate Academy a success. Her background as a teacher and School Leader has prepared her for starting and growing a top-rate charter school that will benefit not only the children it serves, but our entire community.

Working in the field of public policy allows me to meet many families in need of quality educational options when—for whatever reason—their current situation is not serving them properly. There are many such families in the proposed area LaKendra is seeking to serve with STRIVE, and I am confident that her vision and that of her stellar Board of Directors will meet the needs of those families with great success.

It is without qualification that I enthusiastically support the opening of STRIVE Collegiate Academy to serve the children of Nashville and prepare them as our city's future leaders.

Sincerely,



Justin Owen
President & CEO
Beacon Center of Tennessee

1403 Huffine Street, Nashville, TN 37216 ♦ (615) 653-6252 ♦ justindowen@gmail.com

3/14/2014

Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

Dear Sir or Madam,

I am composing this letter to express my support for the application of STRIVE Collegiate Academy. I believe genuinely in the need to improve education while educating Nashville's lowest achieving students, and am confident that the philosophy the founding board plans to adopt will raise the bar and close the achievement gap.

Through high expectations, an intentional focus on literacy, and an emphasis on prearranged leadership development programs in the middle school setting, the STRIVE Collegiate members will demonstrate to students and families that college can start in middle school. Given the commitment of the team to high need populations and its members' track records achieving success in diverse fields such as law, business, media and education, I believe in their potential.

I have been a dedicated supporter of progressive educational initiatives in the arena of early childhood through post-secondary education and I believe that STRIVE Collegiate Academy will be a bonus to local community efforts to raise the rate of college graduates in a historically lower achieving student population. As a former English teacher, I passionately believe in the power of interdisciplinary programs embedded in history, philosophy and literature to mold young minds and act as vehicles for creating lifelong learners. I am familiar with the school's proposal through Ms. LaKendra Butler, and can personally testify to her passion to help kids succeed.

STRIVE Collegiate Academy would be a fantastic addition to the Nashville educational community and I support their application.

Sincerely,

Derrick Hines

Derrick Hines Ed.S
Coordinator, Tennessee College of Applied Technology Nashville

March 12, 2014

Office of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Support of STRIVE Collegiate Academy's Charter School Application

To Whom It May Concern:

I am writing to express my support of STRIVE Collegiate Academy's charter school application. The goals set forth in STRIVE Collegiate Academy's vision and mission statement outline a strong commitment to the success of every student. LaKendra Butler has created a strong foundation for a school that will have a positive impact in its community and will prepare students to achieve their full potential.

I am confident that STRIVE Collegiate Academy will thrive under the excellent leadership of LaKendra Butler. As a Director of School Support with The Achievement Network, I have the opportunity to work with a variety of school leaders in Memphis and Nashville and recognize the essential qualities of a successful leader. My interactions with LaKendra thus far have confirmed that she has the instructional and relational expertise to hire and coach the strong teachers who will enable STRIVE Collegiate Academy to establish a culture of excellence within the school.

My personal experience as a teacher and instructional leader has made me a passionate believer in the potential of all students and I support those working with the same goals across Nashville. STRIVE Collegiate Academy's particular focus on setting high expectations for students in a historically low achieving community is very compelling. I strongly support STRIVE Collegiate Academy's application and the next phase of LaKendra Butler's work to improve outcomes for students in Nashville.

Sincerely,

Gretchen Osodipe
Director of School Support
The Achievement Network

March 17, 2014

Office of Charter Schools 2601 Bransford Ave.
Nashville, TN 37204

To Whom It May Concern:

I am writing to express my support for the application of STRIVE Collegiate Academy. I believe deeply in the need to better educate Nashville's lowest achieving students and am confident that under the excellent leadership of LaKendra Butler as the School Leader and the talented founding board she has created, STRIVE Collegiate Academy will raise the bar for education in Nashville.

By introducing high expectations in a middle school setting, the STRIVE Collegiate team will demonstrate to students and families that college can start in middle school. Given the commitment of the team to high need populations and its members' track records achieving success in diverse fields such as law, business, marketing and education, I believe in their potential.

I am confident that STRIVE Collegiate Academy will thrive under the excellent leadership of LaKendra Butler. As a former teacher, LaKendra understands how to foster a love of learning so that her students are able to achieve at the highest levels. Moreover, her experience coaching young teachers will be an invaluable asset both in STRIVE's founding year and long-term.

I have been very involved with education here in Nashville previously as the Chief Operating Officer of KIPP Nashville, and now as a member of KIPP board committees. There is rarely a day that goes by when I am not confronted with one of the many incredible challenges that faces our student populations. Although many of these families struggle with many difficulties, they demonstrate that the help they want most is education, and like all families, they deserve an excellent education. The vision expressed by the STRIVE Collegiate team as well as their evident passion and commitment to excellence in education gives me hope for the future of our diverse city.

Sincerely,

A handwritten signature in black ink that reads "Richard Theobald". The signature is written in a cursive, flowing style.

Attachment 15: STRIVE Sample Curricular Planning Templates & Map (Academic Focus and Plan)

Scope and Sequence Background	
Course:	5 th Grade Math
Overview of Course	
<p>The fifth grade math course is designed to get students caught up to grade level as well as master grade level content. The first two units cover third and fourth grade standards related to place value and operations with whole numbers to ensure that students have the fact fluency and number sense required for fifth grade level work. In the remainder of the course, students dive deeper into the conceptual meaning multiplication and division with whole numbers, explore and model fractions and decimals, and learn the basic algorithms for fraction and decimal operations. Students develop fluency with addition and subtraction of fractions, as well as with addition, subtraction, multiplication, and division of multi-digit numbers. Students also develop the ability to choose the appropriate operation and determine when answers are reasonable. In addition, this course explores volume as an attribute of three-dimensional shapes, first by building a strong foundation and vocabulary through the geometry and measurement units and then through real-world applications.</p>	

Year at a Glance	
Unit Name	Number of Days
Unit 1: Place Value	15 Days
Unit 2: Whole Number Addition and Multiplication	10 Days
Unit 3: Whole Number Subtraction and Division	15 Days
Unit 4: Understanding Fractions	18 Days
Unit 5: Adding and Subtracting Fractions	7 Days
Unit 6: Multiplying and Dividing Fractions	15 Days
Unit 7: Decimal Place Value and Operations	15 Days
Unit 8: Operations and Algebraic Thinking	10 Days
Unit 9: Geometry	15 Days
Unit 10: Measurement and Data	15 Days
Unit 11: Perimeter, Area, and Volume	15 Days
Standards for Mathematical Practice	

The purpose of the Standards for Mathematical Practice is to guide teachers in helping students develop as mathematical thinkers. The practices capture how the students will use the knowledge and skills that they will acquire through the content standards. Where content standards tell us what students are required to understand, know, and be able to do, the practice standards inform us of the student actions that we need to foster.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Unit I Overview

Unit Name: Whole Number Place Value

Number of Days: 15

Unit Description

This is a review unit of third and fourth grade place value of whole numbers to 1,000,000. Students learn to correctly read and write whole numbers. Students learn to break a number into expanded form to show the value of each digit. Using this knowledge of value, students are able to compare and order whole numbers to the millions place. They also learn to round whole numbers to any place.

Big Goals

Unit Standards

Major Cluster Standards

4.NBT.2 – Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place using $>$, $=$, and $<$ symbols to record the results of comparisons.

4.NBT.3 – Use place value to round multi-digit numbers to any place.

5.NBT.1 – Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.

Supporting Cluster Standards

3.OA.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

Enduring Understandings

Essential Questions

Performance Tasks/Assessment

Objectives/AIMs

Instructional Resources

Projected Date

Actual Date

Sample Curriculum Map from Wheatley Portfolio (Common Core Inc.)

Unit Title: Clues to a Culture
<p>This six-week unit focuses on aspects of Native American nations/cultures as revealed through pairings of literature and informational text.</p>
<p>Overview This unit begins with students collectively defining and discussing the word <i>culture</i>. Next, students compare nineteenth-century America from the Ojibway point of view in <i>The Birchbark House</i> to depictions in texts such as <i>Little House on the Prairie</i> and <i>If You Were a Pioneer on the Prairie</i>. In order to glean the similarities and differences across nations, students read trickster stories and informational text; they also listen to music and examine art from a variety of Native American cultures. Class discussions reinforce awareness of how someone’s perspective can affect their view of events and people. This unit ends with an informative/explanatory essay in response to the essential question.</p>
<p>Focus Standards: These Focus Standards have been selected for the unit from the Common Core State Standards.</p> <ul style="list-style-type: none">● RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.● RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.● RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.● RF.5.4: Read with sufficient accuracy and fluency to support comprehension.● RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.● W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.● SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.● L.5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.● L.5.1(c): Use verb tense to convey various times, sequences, states, and conditions.● L.5.1 (d): Recognize and correct inappropriate shifts in verb tense.● L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.● L.5.4(c): Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>Suggested Objectives</p> <ul style="list-style-type: none">● Compare fiction and nonfiction books about a specific topic (e.g., Native American nations during pioneer times in America), quoting accurately from the texts.● Find similarities and differences in stories (e.g., trickster tales) from various cultures.

Unit Title: Clues to a Culture

- Create a multimedia presentation based on information drawn from various types of sources (e.g., a presentation on a Native American nation of choice based on fiction, nonfiction, art or other media).
- Summarize and evaluate the content and structure of a classmate’s presentation, evaluating how well they support their claims.
- Define related words and identify their parts of speech (e.g., *nation*, *national*, *nationality*, *nationwide*, *culture*, *cultural*, *cultivate*, etc.)

Suggested Works

(E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Note: The list of Native American nations below is illustrative, not comprehensive; please choose a local nation to examine in a similar manner.

Poems

- “Dream Catchers” (Ojibway, Traditional)
- “You are Part of Me” (Cherokee, Lloyd Carl Owle)

Stories

- *A Boy Called Slow* (Joseph Bruchac and Rocco Baviera)
- *A Ring of Tricksters: Animal Tales from North America, the West Indies, and Africa* (Virginia Hamilton and Barry Moser) (EA)
- *Coyote: A Trickster Tale from the American Southwest* (Gerald McDermott)
- *Dreamcatcher* (Audrey Osofsky and Ed Young)
- *Guests* (Michael Dorris)
- *How Rabbit Tricked Otter: And Other Cherokee Trickster Stories* (Gayle Ross and Murv Jacob)
- *Island of the Blue Dolphins* (Scott O’Dell)
- *Julie of the Wolves* (Jean Craighead George and John Schoenherr)
- *Knots on a Counting Rope* (John Archambault, Bill Martin, Jr., and Ted Rand)
- *Little House on the Prairie* (Laura Ingalls Wilder and Garth Williams) (EA)
- *Raven: A Trickster Tale from the Pacific Northwest* (Gerald McDermott)
- *Sign of the Beaver* (Elizabeth George Speare)
- *The Birchbark House* (Louise Erdrich) (E)
- *Trickster Tales: Forty Folk Stories from Around the World* (World Storytelling) (Josepha Sherman)
- *Walk Two Moons* (Sharon Creech)

Informational Texts

Biographies

- Chief Joseph Biography (PBS)

Unit Title: Clues to a Culture

Informational Texts

- Letter to Lewis and Clark (Thomas Jefferson)
- *Setting the Stage* (National Park Service)

Nonfiction Books

- *A History of US: First Americans, Prehistory-1600* (Joy Hakim) (E)
- *A History of US: The New Nation, 1789-1850* (Joy Hakim) (E)
- *Black Frontiers: A History of African-American Heroes in the Old West* (Lillian Schlissel)
- *If You Lived with the Cherokees* (If You...Series) (Peter and Connie Roop and Kevin Smith)
- *If You Lived with the Sioux Indians* (If You...Series) (Ann McGovern and Jean Syverud Drew)
- *If You Were a Pioneer on the Prairie* (If You...Series) (Anne Kamma and James Watling)
- *Sequoyah: The Cherokee Man Who Gave His People Writing* (James Rumford) (Read Aloud)
- *The Nez Perce* (True Books) (Stefanie Takacs)
- *You Wouldn't Want to be an American Pioneer!: A Wilderness You'd Rather Not Tame* (You Wouldn't Want To...Series) (Jacqueline Morley, David Salariya, and David Antram)

Speeches

- "I Will Fight No More Forever" (Chief Joseph the Younger, October 5, 1877)

Art, Music and Media

Art

- Artist unknown, *San Juan, A Mescalero Apache Chief* (no date)
- Bill Hupe, *Dedication Potlatch: The Honoring of Ancient Traditions* (2006)
- Unknown, "Chief Joseph"
- Edward S. Curtis, *Apache Still Life* (1907)
- Edward S. Curtis, *East Side of Walpi* (1921)
- *Haida mask* (1879)
- Unknown, "Hin-mah-too-yah-lat-kekt"
- *Hopi Girl with Jar* (no date)
- *Indian Village Alaska* (1897)
- Noah H. Rose, *View of two Native American Apache women outside their cloth-covered wickiups in a camp in Arizona* (1880)
- *Wooden Hopi Kachina doll* (1925)

Media

- Flight of the Nez Perce (1877), Interactive Map of Western Movement

Unit Title: Clues to a Culture

- *I Will Fight No More* (video of the speech of Chief Joseph)

Music

- Thomas Vennum, *Ojibway Music from Minnesota: A Century of Song for Voice and Drum*

Sample Activities and Assessments

Vocabulary, Language Usage

As an individual and as a class, keep an index card file of words studied (e.g., *tribe, tribute, nation, nationality, nationwide, culture, cultural*, etc.). Keeping the words on index cards will help you when you sort words by prefix, suffix, root words, meaning, and so on. How do the prefixes and suffixes help you understand the meaning of the words while changing the part of speech? (Note: This will be an ongoing activity all year long.) (RI.5.6, L.5.4a,b,c)

Opinion Writing, Language Usage, Language Mechanics

Consider the speech of Chief Joseph the Younger (“I will fight no more forever”). In your opinion, do you think he needed to be consoled or encouraged to go on? Write your position on a sticky note, and your teacher will divide the class based on your position. Share ideas with classmates who are of the same opinion. Then, begin by individually drafting an essay in your journal. Work with classmates to revise your essay, ensuring that it includes accurate quotations from the speech to support your opinion. Edit your writing for verb tense and punctuation, especially commas (see Standards for more details). Publish your essay on a classroom blog to encourage additional conversation. (SL.5.3, W.5.1a,b,c,d; W.5.6, L.5.1a,b,c,d; L.5.2a, L.5.2b)

Music, Speaking and Listening

Discuss how art and music can provide insights into a culture. From which do you prefer to learn? Why? Your teacher may ask you to write your own response and reasons on sticky notes, on a whiteboard, or in your journal before discussing as a class. (SL.5.1)

Reading Literature, Language Usage

Sharon Creech uses sound imagery, often linked to personification, throughout her novel *Walk Two Moons*. Find an example of how these literary techniques were used to increase the feeling of being part of the story, mark it with a sticky note, and share it with a partner. (RF.5.4c)

Reading Literature, Speaking and Listening

The title of Sharon Creech’s book *Walk Two Moons* comes from the Native American phrase, “Don’t judge a man until you have walked two moons in his moccasins.” What have you learned about the Native American nation studied? Turn and talk with a neighbor about this prompt before responding in your journal. (RL.5.1)

Reading Literature, Opinion Writing

The Birchbark House by Louise Erdrich is described as a realistic and sympathetic portrayal of a Native American culture during the period of westward expansion. Compare pioneer life as

Unit Title: Clues to a Culture

presented from Omakayas’s perspective in *The Birchbark House* with Laura’s perspective in *Little House on the Prairie* by Laura Ingalls Wilder or *If You Were a Pioneer on the Prairie* by Anne Kamma and James Watling. Choose an event in the story and write about what surprised you the most about Omakayas’s experience. (RL.5.1)

Speaking and Listening

What is meant by the word *culture*? For which elements does one look when learning about a culture? Write your ideas down on a sticky note and “Give one, get one.” (Note: Answers may include language, social organization, customs/traditions, arts, religion, symbols, etc.) Create a class chart of elements to look for, and look to find examples in texts read during this unit. (SL.5.1)

Informative Writing, Multimedia Presentation, Language Mechanics, Language Usage

Read all you can about a Native American nation, drawing on information from multiple print or digital sources. Be sure that the digital and print sources are credible. Use indexes, tables of contents, digital searches, and key words as you work. Use the most relevant and useful information to write an informative/explanatory piece about your nation of choice. Your response should be a well-developed essay with three sources of information cited, including accurate quotations from the texts. Edit your writing for proper verb tenses and punctuation, especially commas (see Standards for more details). Your teacher may give you the option of adding a multimedia component to your paper—either creating an electronic slide presentation to highlight key points or sharing links to music and/or images of the Native American nation of choice. Publish both and present them to the class. Answer questions from classmates about your presentation. (RI.5.1, RL.5.1, RI.5.7, RI.5.8, W.5.2a, b, c, d, RF.5.4b, c, L.5.1a, b, c, d, L.5.2a, b)

Informative Writing, Language Usage, Language Mechanics

Write an informative/explanatory essay in response to the essential question (“How does literature provide clues to a culture?”) Your teacher may give you the opportunity to “Give one, get one” before writing your response. Edit your writing for verb tense and punctuation, especially commas (see Standards for more details). Your teacher may ask you to type your essay and respond to a poll about the unit on the classroom blog. (W.9a, W.9b, W.5.4, W.5.7, L.5.1a,b,c,d; L.5.2a, L.5.2b)

Art, Opinion Writing

View Rose’s and Curtis’s photographs, along with *Indian Village, Alaska*. What can we learn about these tribes through images of their housing? Why do you believe each tribe has a different form of home? For instance, why might the Apache build more temporary housing and the Hopi build into the land? What about these images can lead you to make educated guesses? Ask the students to write an essay describing what they have learned by viewing the photographs. (W.5.1, W.5.2, W.5.4, W.5.8)

Art, Speaking and Listening

Compare the Haida mask with the Kachina doll. Are the colors, fabrics, and textures used similar? Why do you believe this is so? What is the purpose of each of these objects? Discuss the use of pattern in these two works. (SL.5.1)

Unit Title: Clues to a Culture

Speaking and Listening, Opinion Writing

Why do tricksters ignore conventional cultural behavior? Why are these characters often personifications and not human? What impact does culture have on the tale? Talk with a classmate to share ideas and then write your favorite ideas down in your journal prior to class discussion. (RL.5.9)

Speaking and Listening, Opinion Writing

As a class, discuss how trickster stories can reveal insights into a culture different from your own. What did you learn about the nation from the trickster story you've just read? What does a story/poem reveal about a culture that reading solely from an informational text does not? Write your ideas down in your journal prior to class discussion. (RL.5.9, SL.5.3)

Additional Resources

- "Give One Get One" (RRISD Math Team)
- *Native American Indian Legends and Folklore* (Native Languages of the Americas)
- *Countries and their Cultures* (EveryCulture.Com)
- *Life of a Navajo Weaver* (ArtsEdge, The Kennedy Center)
- *Teaching Point of View with Two Bad Ants* (ReadWriteThink) (RL.5.6)
- *Culture Clues Expedition* (National Geographic) (RI.5.7)
- *Native Americans Today* (ReadWriteThink) (RI.5.7)
- *November is National American Indian Heritage Month* (ReadWriteThink) (RL.5.9)

Terminology

- Culture
- Personification
- Perspective
- Point of view
- Sound imagery
- Trickster tale

Interdisciplinary Connections

This unit teaches:

- History/Geography: Native American cultures (e.g., Great Basin and Plateau, Northern and Southern Plains, Pacific Northwest, etc.) and famous Native Americans (e.g., Chief Joseph the Younger); life in the American west (e.g., the transcontinental railroad, pioneers, wagon trains, etc.)
- Art: Photography, Native American decorative arts

This unit could be extended to teach:

- History/Geography: Where different Native American tribes lived (e.g., Great Basin and Plateau, Northern and Southern Plains, Pacific Northwest, etc.), and how the shelters, clothing, and artwork varied based upon geography; conflicts between Native Americans

Unit Title: Clues to a Culture

and European settlers (e.g., American government policies, Bureau of Indian Affairs, Sand Creek Massacre, Little Big Horn, Wounded Knee, etc.); Native American nations or famous Native Americans (e.g., Tecumseh, Osceola, Sacagawea, Sequoyah, etc.); westward expansion before the Civil War (e.g., Lewis and Clark, Daniel Boone, Wilderness Trail, Erie Canal, Pony Express, etc.)

STRIVE Unit template based on Understanding by Design

Unit Name: _____ <i>Adapted from Understanding by Design 2nd Edition</i>	
Overview and Rationale: What topics will you uncover in this unit? What is the rationale behind this unit? How does it connect to your vision and BIG goals? When does this unit happen within your Scope and Sequence, and why?	
Enduring Understandings What understandings do you want students to take away at the end of this unit?	
Essential Questions What questions do you want students to explore throughout this unit?	
Knowledge (based on standards): Students will know...	Skills (based on standards): Students will be able to...
Performance Task/Other Assessments	
Objectives/AIMs	

Sample STRIVE Lesson Plan Templates

Gradual Release

Grade/Subject:		Teacher:		Date:	
Content Objective(s):					
SIOP: Language Objective (s):					
SIOP: Supplementary Materials:					
SIOP Features					
Preparation <input type="checkbox"/> Adaptation to Content <input type="checkbox"/> Links to Background <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Strategies incorporated		Scaffolding <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Comprehensible input		Grouping Options <input type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent	
Integration of Processes <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening		Application <input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Linked to objectives <input type="checkbox"/> Promoted engagement		Assessment <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral	
Do Now				Agenda 1. 2. 3. 4.	
Lesson Opening/ Hook					
Mad Minute/Drills					
Introduction to New Material (I/We do) (CFUs)	Key Vocabulary (SIOP)		Steps for Mastery		
	Teacher Actions		Student Actions		
Guided Practice (We do) (CFUs)	Teacher Actions		Student Actions		
Independent Practice/ Differentiation (You Do)	Special Education		English Language Learners		Students below/above grade level
Closing					
Assessment/ Exit Ticket					
Homework					

Workshop Model

Aim (Content & Language)
Enduring Understanding
Connection and Invitation
Teaching Point and Demonstration
Application and Invitation
Link to Ongoing Work

Attachment 16: STRIVE Grade 8 Exit Standards (Academic Performance)

At a high level, graduates of STRIVE will know and be able to do the following in each of the core academic subjects.⁸⁵

Grade 8 English Language Arts

- Reading Standards for Literature
 - Key Ideas and Details
 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationships to the characters, setting, and plot; provide an objective summary of the text.
 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
 - Craft and Structure
 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
 - Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
 - Integration of Knowledge and Ideas
 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
 - Range of Reading and Level of Text Complexity
 - By the end of the year, read and comprehend literature at the high end of grades 6-8 text complexity band independently and proficiently.
- Reading Standards for Informational Text
 - Key Ideas and Details
 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationships to supporting ideas; provide an objective summary of the text.
 - Analyze how a text makes connections among and distinctions between individuals, ideas or events.
 - Craft and Structure
 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
 - Integration of Knowledge and Ideas
 - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is

⁸⁵ See TN.Core.org and <http://www.tennessee.gov/education/curriculum.shtml> for fully articulated 8th grade standards.

- Knowledge of Language
 - Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Vocabulary Acquisition and Use
 - Determine or clarify the meaning of unknown or multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension and expression.

Grade 8 Mathematics (Overview)

- The Number System
 - Know that there are numbers that are not rational, and approximate them by rational numbers.
- Expressions and Equations
 - Work with radicals and integer exponents.
 - Understand the connections between proportional relationships, lines, and linear equations.
 - Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions
 - Define, evaluate and compare functions.
 - Use functions to model relationships between quantities.
- Geometry
 - Understand congruence and similarity using physical models, transparencies, or geometry software.
 - Understand and apply the Pythagorean Theorem.
 - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Statistics and Probability
 - Investigate patterns of association in bivariate data.

Grade 8 Social Studies

- Understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.
- Understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.
- Analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate.
- Analyze the aspirations and ideals of the people of the new nation, United States foreign policy in the early Republic, the growth of slavery and the resulting controversies, the multiple causes, key events, and complex consequences of the Civil War, the character and lasting consequences of Reconstruction, and the social, political, and economic transformations of America as a result of westward expansion.

Grade 8 Science

- Understand scientific inquiry and how conducting inquiry is essential for living in the 21st century.
- Understand the benefits of engineers applying scientific discoveries to design materials and processes that develop into enabling technologies.
- Have a thorough understanding of life science, including knowledge of cells, interdependence, flow and matter, heredity, and biodiversity and change.
- Demonstrate knowledge of earth and space science, including the universe, earth, and the atmosphere.
- Understand concepts regarding physical science, including matter, energy, motion, and forces in nature.

ATTACHMENT 17: STRIVE Assessment Analysis and Instructional Action Plan (Assessment)

Teacher: _____

Date: _____

Test: _____

Grade/Class: _____

Standards Analysis	Analysis of Why Students Did Not Learn Standard	Instructional Plan—What Techniques Will You Use to Address These Standards
What standards warrant more time for whole-class instruction, re-teaching and review?		
Whole class instruction: •		
Small Group Instruction	Student Groups	Instructional Plan: How or When Will You Structure Small-Group Instruction
What standards warrant more time for small-group instruction and review?	List the students by groups	
•		

Write the standards you will address with each of the following:

Spiral in Homework	Spiral in Do Now	Do Mini-Lesson	Do Now with Mini-Lesson	Spiral in Quizzes or Tests

Students of Major Concern	What They Need Most Help With	Instructional Plan—When or How Will They Get Tutored, Supported, Addressed
•		

Six-Week Instructional Plan for _____

Week 1 – Date _____	Week 2 – Date _____	Week 3 – Date _____
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards
Week 4 – Date _____	Week 5 – Date _____	Week 6 – Date _____
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards

Attachment 18: STRIVE Enrollment Policies (Marketing, Recruitment, and Enrollment)

STRIVE seeks to fulfill the purpose outlined in the Tennessee Public Charter Schools Act of 2002 by providing a quality education option for all students residing within the chartering authority, in this case MNPS. As a public charter school, STRIVE Collegiate Academy will be open to all MNPS students and participation in the STRIVE lottery will be based on parental choice.

STRIVE Collegiate Academy's recruitment plan and enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. All of STRIVE's enrollment and recruitment practices will comply with Metro Nashville Public Schools, Tennessee state and federal standards regarding legal, fair, and equitable treatment of all families interested in applying to STRIVE. As required by state law, participating in STRIVE's lottery will be based on parental choice and will be open to all MNPS students who qualify for charter school admission under Tennessee Code Annotated (T.C.A.) 49-13-106(a) (1). STRIVE will implement robust recruitment efforts designed to enroll a diverse student population. Student recruitment will be ongoing and include intentional efforts to recruit students who are most at need for a high quality educational option.

Recruitment and Enrollment Plan

Enrollment Procedures: We will hold two registration days. Families will attend one bring the required materials and complete and submit the required documents for registration. Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113.

Timeline

Event	Date	Timeframe
Community Engagement	July 2013-July 2015	Ongoing
Recruitment	August 2014- March 2015	7 months
Application Period	November 2014-February 2015	4 months
Information Sessions	November 2014- February 2015	4 months
Lottery	March 2015	1 day
Letter of Intent Receipt	April 2015	2 weeks
Registration	April & May 2015	2 months
New Parent Orientation	July-August 2015	Two opportunities
School Starts	July 2015	

Application Period

STRIVE will accept applications from November 1, 2014 through February 28, 2015.

Enrollment Deadlines

Applications can be delivered in person, mailed or completed online to guarantee a placement in the lottery. Families will receive a receipt of their application through email, in person, and through the mail. It will be the responsibility of the parent to keep their application receipt. We will track the receipt for all applications to ensure transparency and effective implementation of the lottery. All applications must be received by 5:00pm on February 28, 2014. Any applications received after this time and date will be placed at the end of the waitlist.

Lottery

If the number of students seeking to enroll exceeds the capacity of the grade level remaining after the initial student application period has ended, a public lottery will be used to determine admission. The lottery will

follow applicable rules outlined in T.C.A. §49-13-113. The following preferences will be in place:

1. Preference will be given to the siblings of students already enrolled at the school.
2. Initial preference will be given to children of teachers, sponsors, and board members (so long as the students given such initial preference amounts to less than 25 students or 25% of the student body, whichever is less).
3. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school.

Results from the Lottery will be mailed on the Monday following the lottery each year. Parents/guardians will be notified by mail of each child's admission status and will have fourteen (14) calendar days after the postmarked date on the notification to submit a letter of intent for each child offered enrollment. Parents will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, we will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at STRIVE. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled. In all cases, STRIVE will adhere to any and all requirements of Metropolitan Nashville Public Schools concerning the recruitment and enrollment of students.

Waitlist, withdrawals, re-enrollment, transfer policies

- **Waitlist:** The waitlist will start one week after the date identified in the enrollment letters from the Lottery that families must officially accept their seat. The waitlist will end on the final day of the first semester and anyone who wishes to enroll after that date must re-apply. Applications after the expiration date are taken in order and a new waitlist is built.
- **Withdrawal -** All students are eligible to withdraw at their parent's discretion. We will meet with the parents to discuss the reason and find a way to cater to the family's needs. We will then track all students who eventually decide to leave. If a scholar withdraws during a semester but then decides to return they must re-apply like all other potential students.
- **Re-enrollment:** If a student leaves STRIVE for any reason, they must follow the same enrollment procedures as any other student.
- **Transfers:** Students will have the opportunity to transfer to other schools and we will track the reason for the transfer. We will allow students to transfer in, but will host transfer lotteries and students will be added to the current waitlist.

Attachment 19: STRIVE Leadership Competencies (Personnel/Human Capital)

The following School Leader Competences are a draft, subject to review and approval by the Board of Trustees. These competencies will form the basis of their annual performance-based evaluation of the School Leader. The Education Entrepreneur Fellowship (EEF) Leadership Competencies, articulated by the Tennessee Charter School Center, are modeled on those used by nationally recognized schools closing the achievement gap across the country.

1. Vision: EEs collectively develop, articulate, and steward a shared vision of a high-quality, college-preparatory charter school that focuses on student learning and successfully prepares its students for success in college and life.

<i>1.1 Development</i>
1.1.1 Engages school community in developing a compelling vision.
1.1.2 Holds the vision in place, particularly when hiring new staff.
<i>1.2 Articulation</i>
1.2.1 Leadership practice and communication reflects and models school vision.
1.2.2 Creates and maintains structures, customs, routines, and rituals throughout the organization that reflect and further the school's vision.
<i>1.3 Stewardship</i>
1.3.1 Sets ambitious and achievable goals across organizational categories.
1.3.2 Uses data to assess school effectiveness and promote organizational learning.
1.3.3 Sets processes and systems in place for mutual accountability toward the vision.

2. Instructional Leadership: EEs guide, support, and monitor the quality of curriculum and instruction towards the school vision.

<i>2.1 Knowledge Base</i>
2.1 Demonstrates deep knowledge of curriculum and instruction that is appropriate to school level.
2.1.2 Demonstrates deep knowledge of student interventions and differentiation.
2.1.3 Creates instructional systems that focus on access and equity for students, with particular focus on special populations such as Special Education and English Language Learners.
<i>2.2 Learning Environment</i>
2.2.1 Communicates high expectations, knowledge, and positive intent to teachers, staff, parents, and students.
2.2.2 Sets up instructional systems that support teachers to do their best work (such as teacher collaborative time and instructional coaching).
2.2.3 Incorporates families and community partners in student learning.
<i>2.3 Uses multiple student-level data to drive instructional improvement</i>
2.3.1 Builds on the Common Core and Tennessee state standards to create or adopt rigorous interim assessments to monitor the academic growth of all students.
2.3.2 Regularly analyzes multiple types and levels of student data.
2.3.3 Engages teachers and other community members in data talks.

<i>2.4 Professional Development</i>
2.4.1 Collaborates with teachers to establish, maintain, and monitor effective systems for adult professional development that support the goals of the school, including both internal and external learning opportunities.
2.4.2 Recognizes the need for and understands how to develop adult learning.

3. Human Capital: EEs build and maintain an effective, strong, and collaborative school community through effective hiring/recruiting, supervision, evaluation, and differentiated retention; build, maintain, and shepherd an effective, strong, and collaborative board through effective recruitment and development. Both entities are characterized by relational trust.

<i>3.1 Strategically recruits, hires, and retains most qualified staff</i>
3.1.1 Attracts and selects effective teammates.
3.1.2 Coaches, develops, and retains staff.
3.1.3 Evaluates all employees based on their job performance each year.
<i>3.2 Creates supportive working environment</i>
3.2.1 Builds collaborative, well-functioning school and leadership teams.
3.2.2 Manages conflict.
<i>3.3 Board Development</i>
3.3.1 Identifies and partners with board members to engage in the critical roles of advocacy, oversight, and strategic support (including financial and cultivation of additional supporters) to better understand and respond to the needs of the school and community.
<i>3.4 Builds relational trust with all stakeholders</i>
3.4.1 Develops both collective and individual respect, personal regard for others, and integrity between and within role groups (students, teachers, parents, community, and board).

4. School Culture: EEs purposefully engage and facilitate the development of a school and community culture that builds individual and collective advocacy with and for students and families/caregivers who have been historically underserved and under-resourced.

<i>4.1 Student Culture</i>
4.1 Ensures that students demonstrate consistent values and behaviors aligned to school's mission and vision.
4.1.2 Establishes a culture of respect and rapport which support students' emotional safety.
4.1.3 Creates a culturally competent environment where diversity is valued and all students thrive and achieve at high levels.
<i>4.2 Adult Culture</i>
4.2.1 Ensures that adults insist on and support students in having and realizing high aspirations for themselves and that families are engaged in supporting their child's/youth's learning, conduct, and college/career planning.
<i>4.3 Organizational Culture</i>
4.3.1 Collectively develops ample customs, rituals, and routines where all members of the community continuously strengthen their collective commitment and adherence to the school values.

5. Personal Leadership: EEs act with integrity and humility, modeling the mission-alignment, values, and expectations he/she has of others; and actively pursues professional development and learning opportunities for him/herself.

5.1 Belief-based, Goal-driven Leadership
5.1.1 Consistently demonstrates belief in the potential of every student to achieve at high levels.
5.1.2 Holds self accountable to a rigorous rubric (also evaluated by board).
5.2 Culturally Competent Leadership
5.2.1 Continuously dismantles inequitable, exclusionary practices; creates an inclusive environment where all children/adults thrive and learn at high levels.
5.3 Interpersonal Leadership
5.3.1 Builds trusting relationships.
5.3.2 Facilitates an environment of risk-taking in pursuit of school goals.
5.4 Adaptive Leadership
5.4.1 Mobilizes others to resolve challenges requiring changes in values, beliefs, assumptions, and/or habits of behavior.
5.5 Resilient Leadership
5.5.1 Demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement.

6. Operations and Systems: EEs design, implement, and monitor systems that ensure the school has the resources, organizational structures, and oversight necessary to support, achieve, and advance its vision.

6.1 Systems Design
6.1.1 Obtains, equitably allocates, aligns, and efficiently utilizes human, fiscal, and technological resources to reach school goals.
6.2 Systems Implementation
6.2.1 Assesses organization for assets, matches assets and needs with appropriate strategies and interventions.
6.2.2 Develops the capacity for distributed leadership by drawing and building on the knowledge and leadership capabilities of all constituents.
6.3 Systemic Monitoring
6.3.1 Monitors organizational and programmatic systems that support equitable student academic, civic, and social-emotional outcomes.
6.3.2 Makes continuous improvements to organizational systems that better serve the school goals.

7. Community Engagement: EEs promote the success of every student by engaging and collaborating with community members responding to diverse community interests and needs, and mobilize community resources for the good of the school.

7.1 Knowledge of Community Assets
7.1.1 Takes stock of the assets of the entire school and community in terms of human and other resources necessary to engage in partnerships.
7.1.2 Acknowledges and understands the “lay of the land” in terms of the community as place
7.1.3 Supports place-based educational experiences for students and adults that build their capacity for engaging successfully in school goals
7.2 Coalitions
7.2.1 Fosters coalitions and organizational relationships that are beneficial to the school and community.

STRIVE TEAM General Educator Rubric

General Educator Rubric: Planning	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans	Instructional plans include: <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are aligned to state standards. ○ Are sequenced from basic to complex. ○ Build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson unit and closure; • SIOP: Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals); • SIOP: Links explicitly made between past learning and new concepts; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and 	Instructional plans include: <ul style="list-style-type: none"> • goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are aligned to state standards. ○ Are sequenced from basic to complex. ○ Build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure; • SIOP: Some use of supplementary materials; • SIOP: Few links made between past learning and new concepts; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • Evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> • few goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Are rarely aligned to state standards. ○ Are rarely logically sequenced. ○ Rarely build on prior student knowledge. ○ inconsistently provide time for student work, and lesson and unit closure; • SIOP: No use of supplementary materials • SIOP: No links made between past learning and new concepts; • Little evidence that the plan provides some opportunities to accommodate individual student needs.

General Educator Rubric: Planning	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<ul style="list-style-type: none"> Evidence that the plan provides regular opportunities to accommodate individual student needs. 		
Student Work	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and Connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; and Rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student 	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and Include performance checks throughout the school year. 	Assessment Plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and Include performance checks, although the purpose of these checks is not clear.

General Educator Rubric: Planning	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<p>progress toward state content standards; and</p> <ul style="list-style-type: none"> • Include descriptions of how assessment results will be used to inform future instruction. 		

General Educator Rubric: Instruction	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	<ul style="list-style-type: none"> • All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. • SIOP: Content Objectives clearly defined and reviewed with students. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • SIOP: Language objectives clearly defines, displayed and reviewed with students. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. 	<ul style="list-style-type: none"> • Most learning objectives are communicated, connected to state standards and referenced throughout lesson. • SIOP: Content Objectives for students implied. • Sub-objectives are mostly aligned to the lesson's major objective. • SIOP: Language objectives for students implied • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 	<ul style="list-style-type: none"> • Few learning objectives are communicated, connected to state standards and referenced throughout lesson. • SIOP: No clearly defined content objectives for students. • Sub-objectives are inconsistently aligned to the lesson's major objective. • SIOP: No clearly defined language objectives for students • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.

General Educator Rubric: Instruction	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<ul style="list-style-type: none"> There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. 		
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. SIOP: Concepts explicitly linked to students' background experiences. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. SIOP: Meaningful activities that integrates lesson concepts (e.g., interviews, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. SIOP: Concepts loosely linked to students' background experiences. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. SIOP: Meaningful activities that integrates lesson concepts but provide few language practice opportunities for reading, writing, listening, and/or speaking. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. SIOP: Concepts not explicitly linked to students' background experiences. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. SIOP: No meaningful activities that integrate lessons concepts with language practice. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include

General Educator Rubric: Instruction	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<p>internal summaries of the lesson;</p> <ul style="list-style-type: none"> • SIOP: Key vocabulary emphasized (e.g. introduced, written, repeated, and highlighted for students to see); • examples, illustrations, analogies, and labels for new concepts and ideas; • effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; • concise communication; • SIOP: Content concepts appropriate for age and educational background level of students; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information; • SIOP: Adaptation of content (text, assignment) to all levels of student proficiency. 	<p>internal summaries of the lesson;</p> <ul style="list-style-type: none"> • SIOP: Key vocabulary introduced, but not emphasized; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • SIOP: Content concepts somewhat appropriate for age and educational background level of students; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information • SIOP: Some adaptation of content (text, assignment) to all levels of student proficiency. 	<p>internal summaries of the lesson;</p> <ul style="list-style-type: none"> • SIOP: Key vocabulary not introduced or emphasized; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate performance expectations; • concise communication; • SIOP: Content concepts inappropriate for age and educational background level of students; • logical sequencing and segmenting; • all essential information; • no irrelevant, confusing, or non-essential information • SIOP: No significant adaptation of content (text, assignment) to all levels of student proficiency.
Lesson Structure and Pacing	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. 	<ul style="list-style-type: none"> • The lesson does not start promptly.

General Educator Rubric: Instruction	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
			<ul style="list-style-type: none"> The lesson has a structure, but may be missing closure or introductory elements.

General Educator Rubric: Environment	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failures are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher overlooks inconsequential behavior. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior.

General Educator Rubric: Environment	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<ul style="list-style-type: none"> • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> • The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	<p>The classroom:</p> <ul style="list-style-type: none"> • Welcomes all members and guests. • Is organized and understandable to all students. • Supplies, equipment, and resources are all easily and readily accessible. • Displays student work that frequently changes. • Is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> • Welcomes most members and guests. • Is organized and understandable to most students. • Supplies, equipment, and resources are accessible. • Displays student work. • Is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> • Is somewhat cold and uninviting. • Is not well organized and understandable to students. • Supplies, equipment, and resources are difficult to access. • Does not display student work. • Is not arranged to promote group learning.
Respectful Culture	<ul style="list-style-type: none"> • Teacher-student interactions demonstrate caring and respect for one another. 	<ul style="list-style-type: none"> • Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or 	<ul style="list-style-type: none"> • Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.

General Educator Rubric: Environment	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<ul style="list-style-type: none"> • Student's exhibit caring and respect for one another. • Positive relationships and interdependence characterize the classroom. 	<p>disregard for students' cultures.</p> <ul style="list-style-type: none"> • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

Attachment 20: STRIVE Sample Individual Development Plan (Professional Development)

Our school-wide achievement goals will drive all aspects of the program at STRIVE, including professional development. During our summer professional development time, we will drill down from these school-wide goals. In this process, each teacher will work with school leadership to develop grade level, content area, and homeroom level goals that align with school-wide goals. These performance goals will be documented in the teacher's Individual Development Plan (IDP) and inform the ongoing coaching teachers receive, as well as their mid- and end-year evaluations. In the sample below, some of STRIVE's goals as presented in **Performance Standards** are included as an example.

In addition to these goals, teachers will work with leadership to develop personal goals. These will be a combination of areas for improvement identified by leadership (e.g., rigorous questioning, classroom management) and personal areas of growth identified by teachers in collaboration with leadership (e.g., pursuing additional training/study in literacy instruction, or another continuing education opportunity).

STRIVE School Academic and Cultural Goals			
<i>Goals from Performance Framework and Mission aligned goals would be placed here</i>			
Grade Level Goals			
Content Area Goals			
Homeroom Goals			
Aspiration			
Please write a 1-3 sentence statement describing your professional and personal (optional) aspirations for the next 3-5 years. This could include a statement about what you want to accomplish, what role/responsibilities you would like to have.			
Developmental Goals			
Goals	Metric or Description of Success	Actions steps & Timing	Manager/Colleague Commitment of Support
State your development goals and the competency (from teacher rubric) you are developing. Set 1-3 goals at a time. Choose areas of development that will be most helpful in achieving you performance goals.	Describe <u>what success will look like</u> for you to reach that development goal. When possible use a SMART metric.	Provide specific activities with corresponding timeframes to show how you will progress towards your goals.	Please identify specific actions that your manager or a colleague can take to support your progress. Indicate resources and timeframes for this support where appropriate.

Attachment 9: Public Charter School Budget Workbook

See separate Excel file

Attachment 10: STRIVE Budget Narrative

FINANCIAL PLAN AND CAPACITY

STRIVE Collegiate Academy has developed an 11 year (startup year +10 operational years) budget scenario that demonstrates it will be able to successfully launch, operate and sustain its proposed educational program. While the application calls for a 5 year budget, the additional years help to contextualize the financial direction of the school.

Across all years, projected operating income is positive, with increasing growth year over year as the school reaches full scale in its 4th year of operations. During the first five years, the fund balance or accumulated operating income from previous years more than doubles. In the 2018/19 school year, when the school reaches full scale at 8th grade, operating income sees a significant jump as the school finally realizes its scale. By the 2019/20, the fund balance is projected to be just under \$1M and represents a 19.6% of revenues in that particular year. EdTec, a financial and operational consulting firm for charter schools, has conducted a number of extensive benchmarking studies on charter school financial trends using hundreds of charter school's financial data, and one of the key trends is schools by their 5th year of operations are around a 20% fund balance. STRIVE Collegiate Academy is right on track with this industry trend.

The snapshot below provides a quick overview of the first 5 years of operation of STRIVE Collegiate Academy and its projected financial position:

	2014/15*	2015/16	2016/17	2017/18	2018/19	2019/20
Total Revenue	120,000	1,624,756	2,536,729	3,850,388	5,227,654	5,346,287
Total Expenses	120,000	1,533,738	2,524,644	3,812,566	4,896,326	4,856,344
Operating Income	0	91,018	12,085	37,822	331,328	489,943
Beginning Fund Balance	0	0	91,018	103,103	140,924	472,253
Ending Fund Balance	0	91,018	103,103	140,924	472,253	962,196
Operating Reserve (as % of Expenses)	0.00%	5.93%	4.08%	3.70%	9.65%	19.81%

*startup year

Beyond 2020/21, the financial outlook continues to be very strong. In each year, operating income is projected to be several hundred thousand dollars and by the 10th year of operations, STRIVE Collegiate Academy is expected to have a fund balance in excess of \$2.75M. This fund balance size is also an observed trend from EdTec's extensive charter school benchmarking studies. The consistent operating income in each year further affirms that STRIVE will reach a scale that is sustainable over time.

Student Assumptions

The budget has been developed using a variety of assumptions about the student body to be served each year; these assumptions have been identified as the most critical to accurately projecting both revenues and expenses. Where possible, assumptions have been informed by data points within the identified community regarding student demographics.

Included in the appendices are variations of the budget according to student enrollment. Four scenarios are included ranging from 120 students enrolled to 90 students enrolled for the first year only. Maximum enrollment of 120 students is assumed after the first year of operation.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
5th Grade Enrollment	N/A	120	120	120	120	120
6th Grade Enrollment	N/A	0	120	120	120	120
7th Grade Enrollment	N/A	0	0	120	120	120
8th Grade Enrollment	N/A	0	0	0	120	120
Total Enrollment	N/A	120	240	360	480	480
ADM %	N/A	97%	97%	97%	97%	97%
ADM	N/A	116	233	349	466	466
ADA %	N/A	95%	95%	95%	95%	95%
ADA	N/A	114	228	342	456	456
Free Lunch %	N/A	60%	60%	60%	60%	60%
Reduced Lunch %	N/A	72	144	216	288	288
Free Lunch Count	N/A	10%	10%	10%	10%	10%
Reduced Lunch Count	N/A	12	24	36	48	48
ELL %	N/A	8%	8%	8%	8%	8%
ELL Count	N/A	10	19	29	38	38
SPED %	N/A	15%	15%	15%	15%	15%
SPED	N/A	18	36	54	72	72

Startup Revenue Assumptions

During the startup period, STRIVE Collegiate Academy has a commitment for \$105K from the Tennessee Charter School Center to subsidize the salary and benefit costs of the proposed Executive Director. The school is also anticipating a \$230K grant from the Walton Family Foundation, using \$30K for the startup period and deferring \$200K for use during Year 1. Recent news that the Charter Schools Program grant should have some ability to make grants makes us feel confident we can secure \$150K for the organization.

Operational Revenue Assumptions

STRIVE Collegiate Academy has been conservative in its revenue rate assumptions throughout. As a starting point, the budget uses estimated 2013/14 and 2014/15 funding rate levels for funding levels in 2015/16. This is conservative because over the last few years, there has been an observed increase year over year of at least a few percentage points – it is likely the case that the actual rates that STRIVE Collegiate Academy will be funded at will be meaningfully higher. The assumed year over year increase is estimated at 1.75%. Beyond 2021/22, the funding rates are assumed to stay flat.

	Driver	2015/16	2016/17	2017/18	2018/19	2019/20
Basic Education Program	ADM	\$9,200	\$9,361	\$9,525	\$9,692	\$9,861
Title I	FRL #	\$420*	\$420	\$420	\$420	\$420
IDEA Funding	SPED #	\$1,744	\$1,744	\$1,744	\$1,744	\$1,744
E-Rate	Tech costs	80%**	80%	80%	80%	80%
BEP Capital Outlay	ADM	\$170	\$171	\$172	\$173	\$174

*base rate is \$600, but \$420 is the effective rate when Title I allocations are calculated by MNPS using the assumed 70% FRL percentage.

***In the first year, STRIVE is estimated to be reimbursed for up to 80% of telecom infrastructure and telecom recurring service expenses and in future years, just the telecom recurring service expenses.* In addition to these funding sources, STRIVE Collegiate Academy is also anticipating participating in the National School Lunch Program and submitting claims reimbursements for meals served to students qualifying and not qualifying for free and reduced lunch. Meal reimbursement rates are based on the current reimbursement rates for 2013/14 and they assume the enhanced rates for severe need (FRL % greater than 60%). STRIVE Collegiate anticipates serving breakfast, lunch, and a snack.

STRIVE’s Board of Directors has signaled its enthusiastic support for the school by committing to raise a minimum of 30,000 in the planning year and establishing a 100% annual giving requirement. The Founding Team has already begun to cultivate relationships with funders and fundraising experts at this early stage to develop a strong development plan that is aligned to our mission and goals.

Local foundations through Memorial, Dollar General, and Bridgestone are likely sources of grant funding, especially after a track record of successful operation has been established. Dollar amounts vary by foundation, however STRIVE plans to apply for 8 grants per year totaling \$200K. Four applications will go out before January 1st, 2015 and four more will go out before July 1st, 2015. The January and July milestones will continue into future years of operation. STRIVE conservatively assumes a 25% funding rate on applications resulting in an average \$50K contribution from all yearly foundation activity.

Startup Expense Assumptions

The bulk of startup expenses are personnel-related. The Executive Director is projected to work full-time during the entire 2014/15 period, with the Director of Operations to start working in June 2015. Assumptions have also been included for appropriate employer tax liabilities (Social Security, Medicare, unemployment insurance) and other employer-related costs like health insurance and workers compensation insurance. Beyond the personnel expenses, another \$13K is assumed in other startup related expenses, specifically for services and technical support as the school moves towards opening its doors. These expense assumptions are consistent with the actual startup budgets for a number of charter schools that have opened in Nashville.

Operational Expense Assumptions

STRIVE Collegiate Academy’s biggest budget expense is its staffing and staff-related expenses. Below is a snapshot of the projected staffing for the first 5 years of operations. The biggest increase in FTE is within teachers, with an addition of 5 teachers each year until the school is at scale to accommodate the annual grade level expansion. As STRIVE develops additional financial capacity over time, it plans to phase in positions, including teaching fellows, a literacy coach, elective subject teachers in 2016/17, two Deans of Student Achievement and a Dean of Student Support in 2017/18, and a Principal in 2019/20 as the school hits its operational stride.

	2015/16	2016/17	2017/18	2018/19	2019/20
Executive Director	1	1	1	1	1
Director of Operations	1	1	1	1	1
Core Subject Teachers	5**	10	15	20	20
Dean of Student Achievement	0	0	2	2	2
Teaching Fellows	0	2	3	4	4
Office Manager	0.95*	1	1	2	2
Literacy Coach	0	1	1	1	1
Elective Subject Teachers	1	1	1	1.5	1.5

Dean of Student Support (SPED)	0	0	1	1	1
Special Education Instructional Specialist	0.95*	2	3	4	4
School Leader	0	0	0	0	1

*denotes a delayed start within the fiscal year

**One teacher will serve in leadership role on SPED service coordination in Years 1 and 2; the SPED teacher will be further supported by the supplemental contracted support services for coordination support and identification.

Salary assumptions for these positions are consistent with current market levels found within the charter school space in Nashville. The salary range for core subject teachers in 2015/16 represents a projected average, with lower and higher salaries depending on experiences and education. The year over year increase is assumed to be 1% across all salaries; however, the school intends to adjust compensation year over year based on performance and as financially able, it will explore opportunities for additional adjustments as necessary.

	2015/16	2016/17	2017/18	2018/19	2019/20
Executive Director	\$101,000	\$102,010	\$103,030	\$104,060	\$105,101
Director of Operations	\$50,500	\$51,005	\$51,515	\$52,030	\$52,551
Core Subject Teachers	\$45,450	\$45,905	\$46,364	\$46,827	\$47,295
Dean of Student Achievement	\$50,500	\$51,005	\$51,515	\$52,030	\$52,551
Teaching Fellows	\$37,370	\$37,744	\$38,121	\$38,502	\$38,887
Office Manager	\$37,370	\$37,744	\$38,121	\$38,502	\$38,887
Literacy Coach	\$45,450	\$45,905	\$46,364	\$46,827	\$47,295
Elective Subject Teachers	\$45,450	\$45,905	\$46,364	\$46,827	\$47,295
Dean of Student Support (SPED)	\$47,975	\$48,455	\$48,939	\$49,429	\$49,923
Special Education Instructional Specialist	\$45,450	\$45,905	\$46,364	\$46,827	\$47,295
School Leader	\$85,850	\$86,709	\$87,576	\$88,451	\$89,336

Standard employer tax liabilities and employer benefits have also been assumed, including health insurance contributions and contributions to the TCRS program at 9.04% for certificated staff and 17.12% for classified staff based on guidance from MNPS. In terms of health insurance contributions, STRIVE Collegiate Academy employees will participate in the same health insurance program that MNPS employees can participate in, with potential for employee contributions to be higher.

Beyond staffing, the expenses budgeted reflect the standard operating costs of a charter school. Of particular note are the following key expenses:

- Audit expense
- Professional Development at \$1,000 per staff member
- Back-office and business services through EdTec
- Teach for America Fees
- Supplemental Special Education Services at \$1,250 per SPED student
- School Lunch Program
- Transportation of \$50,000 per bus
- General Liability, Directors & Officers, and Property Insurance
- Borrowing costs

In addition, STRIVE Collegiate Academy has included a robust budget for facilities. We recognized that the original number of \$10 per square foot was not adequate and have provided a more detailed explanation regarding the facilities budget. We are working with EdTec, a reputable company who has worked with several charter schools in Nashville and other states and have talked with other charter schools regarding their build-out cost in their first years of operation. We have assumed a \$10 per square foot lease cost and a \$10 per square foot improvement cost. So, we have budgeted \$20 per square foot for facility costs, not including utilities, which is \$240K for the first year and represents 15% of the school's budget. This number is in line with the other 14 schools EdTec works with in the state of Tennessee. Based on the conversation with other charters, EdTec and Southeast Venture, we understand that if we pay less in rent, we'll pay more in build out and if we pay more in rent, we'll pay less in build out. In summary, we have budgeted a total of \$240K for facilities cost in the first year, which equals about \$20 per square foot. It's important to note that the lease cost does not include utility costs, which have been budgeted separately. In addition to facility costs, furniture and equipment have also been budgeted adequately using existing charter school budgets to inform projections.

Our technology spending assumes that PARCC assessments will be given to students on a rotational basis eliminating the need for computer parity with student enrollment, which is based on the PARCC administration guidelines. Additionally technology can be acquired on a donated and refurbished basis to further reduce costs. These two assumptions in combination provide the support for our technology budget.

Technology Needed for PARCC

Testing:

- TestNav: Included with the PARCC assessment fee. It is a test delivery system that runs in the cloud and allows tests to be administered via the internet.

Hardware:

- 1 Ghz or faster processor
- 1 GB RAM or greater memory
- 9.7 inch (10 inch class) or larger screen size
- 1024 x 768 or better screen resolution

Operating System

- Windows 7, 8 and 8.1; Chrome OS (Chromebook); Apple iOS 6 or 7, or Mac 10.7, 10.8 and 10.9

Networking

- Wired or wireless connection

Device Type

- Desktops, laptops, netbooks, thin clients, and tablets that meet the hardware, operating system and networking specifications

We have provided an additional budget template that includes adding a class set of computers with the necessary requirements aligned to the PARCC, NWEA MAP, and curricular resources we are planning to use. The equipment required to administer the PARCC assessment to a class set of 30 students is estimated to be \$500 per student, for a total of \$15,000. Computers will be purchased in excess of the

specifications set forth above allowing replacement every four years. Since we are purchasing brand new computers, we have the ability to align our purchases to the PARCC requirements. We are also planning to work alongside an Ed tech company to ensure our network is updated annually. If other items in our budget balloon unexpectedly and don't allow for the purchase of new computers, a possible alternative would be to acquire used equipment with lower specs closer to those of the minimum standards. These computers may require more maintenance and upgrade if PARCC minimum standards changed in the future. Another alternative could be to rent computers for the time period necessary to administer the PARCC assessment. Renting short term, while more expensive over the long run, would reduce costs during the early years of school operations when cash is tighter.

Expenses in future years have been indexed to the growing student numbers each year, and expenses, when appropriate, have incorporated a 2% inflation year over year. For example, as grade levels are added, textbook expenses are increased based on the influx of new students. Additional busses have been added to handle the additional students.

Cash Flow

A cash flow has been provided for the period of July 2015 through June 2016 and July 2016 through June 2017. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Tennessee charter schools receive and spend money based on the time of the year.

The cash flow assumes the major following assumptions:

- STRIVE will start out with \$0 in cash from the startup budget year.
- The main source of revenue, BEP, will be distributed August through April, and then June, which is the typical distribution schedule.
- Other sources like Title I and IDEA funding has been projected conservatively at the trimester interval to account for the processing of funding requests, any compliance documents, etc.
- E-Rate funding has been projected to be received post June 30th.
- Almost staffing and benefit expenses are projected over 12 months.
- Most expense categories are aligned to a 12 month schedule with some targeted spending to occur in July and August to align with expenses incurred when the school is opening up, particularly heavy on the *supplies & materials* and *technology, equipment & furniture*.

Given the lack of a BEP payment combined with a slightly higher than average level of spending necessary for July 2015 to cover start-up related expenses and tenant improvement costs, STRIVE Collegiate Academy is anticipating a moderate cash need, on the order of \$100,000 to ensure it can cover operating expenses prior to revenue starting to kick in. It's important to note that any startup charter school in Tennessee, given the BEP schedule, will always run into this cash timing issue, and most charter schools require some moderate borrowing in their first year. However, this borrowing need is consistent with other first year charter schools and STRIVE demonstrates an ability to pay it back within its first year. STRIVE will be pursuing a standing line of credit and other cash flow financing resources that new charter schools in Nashville have typically pursued.

Contingency planning

We have provided several budget examples to support enrollment numbers and will have also provided several contingencies regarding special populations and budget considerations. These contingencies are based on working with other high-performing charter schools and examples given during the interview. The stability of our long-term financial plan hinges on three key factors:

1. Our ability to meet our anticipated enrollment numbers, particularly in Y1 (120 fifth graders);

2. The availability of a low cost space existing in our proposed territory, McGavock Cluster (Donelson, Hermitage or Old Hickory); and
3. Our ability to budget conservatively, staff appropriately and manage our assets and resources.

The question has been raised around what STRIVE Collegiate Academy would do should enrollment fall short of expectations, expenses run higher than the current budget projections, or the cash flow is insufficient. From a planning perspective, wherever possible, STRIVE Collegiate Academy has tried to take the approach of hedging revenue assumptions and over-estimating expenses, specifically through a differentiated use of ADM and enrollment as drivers, respectively. This buffer is already built into the current budget outlook and is the first line of defense should any additional developments worsen the financial picture. It's also important to note that almost no non-public dollars have been included in the budget scenario, which limits the opportunity for major budgeting issues outside of failed enrollment targets. The extent to which non-budgeted revenue can also address new developments should not be discounted. STRIVE Collegiate Academy has taken the strategy of not assuming resources beyond Walton in start-up and Year 1, but it is not farfetched that the school might receive CSP funding and should be able to bring in additional grants and donations.

Typically enrollment is the most impactful variable on school operations within the first year as it drives major revenue and expense categories. A worst case enrollment scenario of 90 students enrolled which represents a 25% decrease in expected enrollment has been prepared. It is assumed that as enrollment decreases to 90 students one core instructional teacher position can be eliminated along with reducing the elective teacher position to a 4 day a week schedule without compromising the quality of education. The office assistant position would be eliminated in the first year. Please note that even with a 25% reduction in student enrollment and these modifications the first year's operating income is still positive.

Our confidence in our ability to enroll our anticipated inaugural class of 120 fifth grade students is based on work with families thus far in the McGavock area. It is our job to keep these families engaged and excited about the school's opening. In addition to hosting more information sessions, we have hosted community meetings at all of the Community Centers in the McGavock area for the past few months and are continuing to build relationships with faith-based organizations, enrichment providers, and local community groups and political leaders. These opportunities will allow us the chance to develop a growing track record of successfully engaging Donelson, Hermitage, and Old Hickory residents and informing them about STRIVE Collegiate Academy.

Our confidence in our ability to locate a low-cost space in the community stems directly from the due diligence we have done to identify a suitable facility. We explored several options and have been in conversation regarding these facility options. Please see the attached Facilities Plan to view the cost and terms of the proposed options.

This budget will continue to evolve and change after approval. If there is a material revision on the revenue or expense side, the budget will be reevaluated and redeveloped. If STRIVE does end up having more students in Special Education, the budget would be analyzed for areas of reallocation to adequately resource those students. Given its size share of the budget, the staffing plan would likely have to be reevaluated given the reduced resources; positions might have to be reduced to part-time or delayed to a later year. For example, rethink the number of teaching fellows in a given year or potentially implement a part-time literacy coach vs. a full-time literacy coach. Certain equipment and furniture purchases might have to be delayed. Service contracts might have to be renegotiated. As a guiding principle, both the school governing board and staff will be committed to ensuring that STRIVE maintains minimally a balanced budget.

Similarly, with the cash flow, STRIVE Collegiate Academy is going to evaluate all available financing options. As mentioned earlier, STRIVE Collegiate Academy has included a borrowing cost that assumes an outstanding balance for the whole year, but based on the cash flows developed, it would not be the case. In addition to this, STRIVE Collegiate Academy will be pursuing vendor credit, credit cards, and any options available that can give STRIVE additional breathing room in its cash needs. Cash flow will be affected by the school's budget, and since the budget has been built conservatively, the expectation is that the cash flow follows a similar line of conservatism.

We have considered some additional scenarios and created some contingencies in the likelihood of them occurring below:

Scenario 1: 75% (90 students) anticipated enrollment for Y1 (**Budget Example Attached**)

- Reduce administrative support—Office Manager. At another charter school, there was a strong two leader model that did not have administrative office support as a function of low per pupil funding. The leaders used space strategically to support phones and placed leader offices in front of the school entrance to greet visitors.
- Additionally, we could have four teachers instead of five. Two ELA teachers, one math and one Science/Social Studies teacher. The math teacher would take on a similar schedule as the Science/Social Studies teacher.

Scenario 2: Special Education enrollment doubles projections in Y1 (**Budget Example Attached**)

- This assumes our special education number would increase to 40 students in Y1. We have provided two scenarios below based on a student increase in Special Education. We could afford to hire another full-time Special Education Instructional Specialist or an alternative plan could be to hire two Special Education paraprofessionals who will work the following schedule: they will work 3 days a week for four hours a day at \$15 per hour for 180 instructional days. The paraprofessionals will have a late start (approximately two weeks) into the school year. The total amount for the two Special Education paraprofessionals would be almost \$13,000. A final decision on which alternative to choose would have to consider both the budgetary limitations as well as the academic quality.
 1. If the number of students in Special Education increased to 40 students before we have hired all five teachers, we will only hire four core teachers versus five. We will have two ELA teachers, one Math and one Science/Social Studies teachers. In the original plan, we planned for two math teachers, but we will replace that teacher with a Special Education Instructional Specialist. The one math teacher will follow a similar schedule as the Science/Social Studies teacher.
 2. If the number of students in Special Education increased to 40 students after we have hired all five teachers, we will consider adding two paraprofessionals to support the additional 20 students. According to the state of Tennessee, the student to paraprofessional ratio is 10:1. We will plan to hire two Special Education paraprofessionals who will work three days a week for four hours a day at \$15/hour. The total amount for the two Special Education paraprofessionals would be almost \$13,000.

Financial Systems and Processes

STRIVE Collegiate Academy plans to work with EdTec (www.edtec.com) to contract for a standard suite of back-office transactional services: accounts payable processing, accounting, payroll, and financial statement development. In addition, EdTec will provide additional support around reporting compliance, budgeting and forecasting, cash flow planning, scenario building, and general best practices from their experience working with Tennessee charter schools. Notwithstanding the above, STRIVE plans to put this contract and all contracts out to bid through a formal RFP proposal to comply with Tennessee law.

However, STRIVE Collegiate Academy may decide that key criteria may make this contract and other contracts eligible for sole sourcing if there is only one vendor who can deliver not only the transactional services but the other supporting services as well, has experience with Tennessee charter schools, and has a demonstrated track record for service quality and excellence.

The Director of Operations will primarily manage the relationship with EdTec, and he or she will be responsible for working with EdTec across the transactional areas to make sure EdTec has all the required information to provide services. The various transactional processes have been outlined below, and a sample set of financial policies and procedures have been developed in consultation with EdTec and included in the appendix.

Accounts Payable

The Director of Operations will manage the purchase order and invoice approval process, as well as all direct communication with vendors. Approved invoices, based on the adopted budget and consultation with the Executive Director, and department leads will be submitted to EdTec for processing. These invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to Tennessee requirements. EdTec will enter the transactions, and then it will generate a report for review and quality assurance. Once the Director of Operations has reviewed and approved the entry, he or she will request payment of either all or select invoices. Once payments have been issued, EdTec will generate a check register which identifies all payments made for reference and an aging report for any unpaid invoices. Each month, the Director of Operations will prepare a combined check register for all payments made on behalf of STRIVE Collegiate for review by the board as part of an additional layer of financial oversight.

Credit card and debit card transactions will have a separate process for entry to ensure that 1) information is being entered into the accounting system and 2) all back-up and receipts are being collected. In both cases of regular invoices, as well as credit and debit card activity, the school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. In addition, EdTec keeps electronic versions to make sure that STRIVE has adequate documentation. In the case of payments to independent contractors, the Director of Operations will collect W-9s from all eligible vendors. EdTec will complete all the required reporting for vendors to IRS.

Accounting

The Director of Operations will be responsible for submitting bank statements and deposit logs each week. Based on the adopted budget and the implemented chart of accounts, revenue will be entered by EdTec. In addition, other financial activity not originating within the accounting system, like for example payroll activity, or input through the accounts payable processing will be entered by EdTec accounting staff. Regardless of information being submitted or not, EdTec will still complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize activity until documentation is supplied.

Other ancillary support functions by EdTec will include maintaining a fixed asset schedule and ensuring all depreciable expenses are being treated properly. In addition, EdTec will make sure transactions that should be applied to the balance sheet are correctly treated like prior year accrued revenues and expenses, recognition of the principal portion of loan payments. Finally, EdTec will be responsible for working closely with the independent audit firm selected by the school to make sure it has all the required documentation and schedules developed each year for the audit process.

All financial records will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), TN Comptroller requirements

for charter schools, and any other requirements, as outlined in the Tennessee Internal School Uniform Accounting Policy Manual. The fiscal year will be July 1 through June 30.

Payroll

The Director of Operations will be responsible for maintaining employee files, including but not limited to, employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a bi-weekly basis, the Director of Operations will submit any recurring and new payroll information to EdTec. From there, the EdTec will collate all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through PayChex, a payroll provider. Once the Director of Operations has approved payroll, EdTec will process the payroll and coordinate delivery. On a quarterly basis, EdTec will also be responsible for all of the required tax reporting to IRS and any state agencies.

In addition to the standard payroll processing, EdTec will manage reporting to MNPS for all required payroll information for the purposes of completing TCSR reporting, as well as health insurance reporting. This includes the new Concord TCRS reporting system and interfacing with Great-West for the new hybrid TCRS plan.

Financial Statement Development

Each month, EdTec will be responsible for preparing standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. In addition, this information will be completed with a budget vs. actual analysis and trending analysis to ensure that the school is on track to meet its adopted budget. EdTec will be responsible for preparing a monthly or quarterly analysis to the board and school leadership on the ongoing finances of the school. During the budget development process each year, the school will engage EdTec for their assistance in developing the next year's budget that meets adopted sustainability goals both in the short-term and in the longer term.

Annual Audit

On an annual basis, all charter schools in the state of Tennessee must contract with an independent, approved certified public accountant or accounting firm to complete an audit of the school's financial information. Each spring, the finance committee will solicit bids for these services, evaluating firms submitting bids for their experience and expertise with charter schools, reputation, and cost. After an audit firm is selected, the firm will present to the board an overview of the audit process, as well as the roles and responsibilities of all involved parties.

When the audit process begins, the Executive Director, Director of Operations, and EdTec will make sure that the audit firm has access to all necessary financial information and records as well as non-financial records and documents maintained by the school in advance of actual audit field work. During the course of the audit field work, any other documents requested by the firm will be provided in a timely manner.

After the audit is complete, the board, along with the Executive Director and Director of Operations will review the audit report and management letter. In addition, the audit firm will be asked to present the findings to the board. Should the audit report or management letter include any findings, including but not limited to material weakness or significant deficiencies, the school will address the issues flagged in a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded on to the TN Comptroller's office, as well as Metro Nashville Public Schools.

Team Qualifications

STRIVE Collegiate Academy's board is composed of a diverse, talented group of Nashville professionals, including community leaders, parents, business leaders, business owners, participants with technical skills in the areas of law, real estate, finance, and fundraising. Several board members have extensive experience in finance and operations and hold advanced degrees in business administration. These members like Tyronda Burgess who has a Master's degree in Accounting and is a CPA, will serve in key financial oversight roles, with David Carter, a small business consultant, as STRIVE's treasurer and other directors with financial expertise likely serving on the finance committee. STRIVE's board members have significant education experience, both at the K-12 level and in state-wide leadership on issues of curriculum and instruction. STRIVE's board chair, Hada Flores, will bring her education background to her oversight of STRIVE's leadership and performance. Numerous board members have strong ties to the Nashville community, through long work experience and serving on other boards in the city.

We have provided the finance experience of two of our board members below. Both of these individuals have dealt with finances within their respective companies. In particular, Dave Carter works with several start-up companies which gives him all the necessary experience for starting an organization. The other, Tyronda Burgess, has sat on a founding charter school board in Memphis where she was the finance chair and we are planning to add another Finance person on our board post-approval. In addition to their experience, we are working directly with EdTec who will provide our financial reports and back office services. EdTec has already completed financial trainings with the STRIVE board and will continue to do so in the future. Please see Governance and Attachment 3: Governing Body Documents for further information on STRIVE's directors.

Here's a list of Finance experience of Dave Carter, STRIVE's Treasurer:

- MBA with a concentration in Finance
- Mergers & Acquisitions:
 1. Managed a \$5 million acquisition of Love Communications into Comcast which included managing all facets of the transaction.
 2. Managed the merger of Integrity Solutions with two other companies which was in excess of \$10 million
 3. Acquired WLLC Broadcast for \$500,000 and merged it with the Nashville Latino TV Broadcast Group.
- Managing Finance/Accounting
 1. As a Regional Vice President at Comcast, Dave managed a Finance & Accounting staff of 25 including a Director of Accounting, Director of Finance, 5 CPAs, and several accountants. Total P&L management of over \$1 billion annually.
 2. Dave's business holding group, CV&M, owns seven businesses with over \$25 million in assets. They manage all the accounting and finance activities for these companies in tandem with Jacobs & Cohen CPA group.
- Business Start-Ups/Purchases/Raising Equity
 1. Dave has launched five business start-ups in his career which include raising over \$500K in equity, finding real estate, negotiating with government officials, and complying with all legal requirements.
 2. He has purchased two existing businesses and has taken them out of bankruptcy to both being profitable within 24 months.
- Financing/Refinancing
 1. Secured numerous loans from local banks Pinnacle and Avenue....in excess of \$2.5 million. All loans have been repaid in half the required period.
 2. Refinanced a \$2.5 million that was owned by Integrity Solutions from 13% to 4.5%....that loan will be paid off in the next 12 months...three years early.

Here's a list of Finance experience of STRIVE's board member Tyronda Burgess:

- Certified Public Accountant, MBA with a concentration in Management
- Managing Finance/Accounting, Metropolitan Government of Nashville
 1. As the Chief Financial Officer, Tyronda had oversight of Metro Government's \$26 million dollar budget.
 2. Tyronda led a team of four accounting professionals, led the Payroll, Accounts Payable, Accounts Receivable and Procurement functions for Metro Government's business office.
- Chief Administrative Officer, Memphis Leadership Foundation
 1. As the CAO, Tyronda had full responsibility for the financial, accounting, human resources, compensation, benefits, facilities and logistics functions of the foundation.
- Financial Services Director, Oasis Center, Inc.
 1. Tyronda had full responsibility of the Oasis Center's \$2.2 million dollar budget. She was responsible for budget preparation, oversight and administration.
 2. Tyronda also reported to external grantors and ensured compliance with contracts with the State of Tennessee Department of Children Services.

Ensuring Fidelity & Compliance

While STRIVE Collegiate Academy will rely on EdTec and PayChex to provide key, critical business services, ultimately the fiduciary responsibilities will fall on both the STRIVE Collegiate Academy's board and school leadership. The finances will be reviewed with the board and the finance committee on a monthly basis and there will be no substitute for this oversight because of the use of outsourced relationships. The board will require ongoing monthly reports on various financial and compliance matters both from school leadership and EdTec. When appropriate, STRIVE Collegiate Academy will rely on additional charter support organizations for insight, such as the Tennessee Charter School Center, on matters pertaining to the budget, finance, and compliance.

Appendix A

STRIVE Collegiate Academy Draft Financial Policies and Procedures

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops and regulations change. The Board of Directors (“Board”) should approve these financial policies, and revisit them periodically.

I. PURCHASES

- A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than \$10,000. All other proposed expenditures must be approved by the Executive Director, who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).
- B. Contracts
 1. All professional consulting services shall be provided for under a contract.
 2. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. Contracts exceeding \$10,000 require a bidding process of sufficient duration to ensure competition. However, the Executive Director may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may also approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).
 3. Additional board approval is recommended in cases when scope or cost of an approved contract has materially changed (more than 20%). Bid tabulations shall be presented to the Board along with a recommendation for action by the Finance Committee. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.
- C. Invoices
 1. Invoices under \$10,000 must be approved by one of the following authorized positions: Executive Director or Director of Operations.
 2. Invoices for \$10,000 or more must be approved by the Executive Director and one of the following authorized positions: Director of Operations or Board Treasurer.
- D. Accounts Payable: The school shall abide by EdTec accounts payable policies and procedures set forth separately.
- E. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School credit and debit cards shall not be allowed for any School purchase.
- F. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements in excess of \$5,000 without the express written consent of the Executive Director and Board Treasurer.

- G. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The Executive Director must obtain either the Director of Operations or a Board member's authorization on reimbursement requests payable to the Executive Director's name.
- H. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

II. BANKING

A. General Checking Account

- 1. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.
 - 2. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the Executive Director, Director of Operations, and Board Treasurer. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000 from this account shall be the Executive Director, Director of Operations, and Board Treasurer.
 - 3. The General Checking Account shall be reconciled monthly by an outsourced accountant that does not have the ability to approve expenses or disperse funds from the account.
- B. Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Office Manager will open all mail on a daily basis, immediately sort all checks and forward them to the Director of Operations or Executive Director. The Executive Director or Director of Operations will immediately endorse the checks to the appropriate school bank account and prepare appropriate deposits as soon as practical, ideally the same day and in no case later than three working days.

III. TRAVEL POLICIES

A. Employee Mileage Reimbursement

- 1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
- 2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

IV. OTHER PRACTICES

- A. Budget Adoption: A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

B. Audit

1. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the statutory audit deadline for Tennessee charter schools. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
2. If the School receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
3. The audit firm shall be on the State approved list of auditors.
4. At the conclusion of the audit, EdTec will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
5. Form 990 Federal Tax Return: The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.

C. Board Meetings: The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers from the General Checking Account.

D. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Tennessee Code Annotated and IRS requirements.

E. Payroll

1. New Employees: Requests for new employees shall be initiated by the Executive Director and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint and background clearance must be received by the School before any employee may start work.
2. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.
3. Timekeeping (for hourly staff)
 - a) The Executive Director/School Leader or Director of Operations shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
 - b) Authorized timesheets shall be forwarded to EdTec according to EdTec policies and procedures set forth separately. Payroll processing and payment shall take place according to EdTec policies and procedures set forth separately.

F. Independent Contractors: The School shall only engage independent contractors if all of the following practices are followed:

1. The expense is within the approved budget or separately approved by the Board;
2. The contractor provides proof of adequate insurance and IRS form W-9;
3. IRS rules are followed regarding classification of staff as contractors versus employees; and
4. The work is done under contract.

G. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing \$3,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 10 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

H. Disposal of Surplus Property and Donations:

Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

Property Acquired with Federal Grant Funds

If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.

Attachment 21: STRIVE Diversity Management Plan

(Mission and Goals; Marketing, Recruitment and Enrollment)

Articulate your commitment to diversity

a. What does diversity mean in this plan, and why is it important in the proposed school?

We fully support the MNPS goal of providing diverse schools for all of its students and commit to providing a high quality, results-driven education for the students in the McGavock cluster. At STRIVE we believe that diversity is critical to student success and is reflective of the global world in which we want our graduates to be successful. STRIVE students benefit from learning from and with students and teachers from a variety of cultural and economic backgrounds, skill levels, and language proficiencies because each group and individual brings a particular perspective that adds to our school's discourse and learning community. Further, the worlds of higher education and career are increasingly diverse and to promote the long term success of our students, we must give them the tools to effectively interact with, collaborate, and learn from people from all walks of life. STRIVE seeks to enroll a student population that reflects the diversity found in the McGavock cluster.

The MNPS definition of student diversity includes four components: race/ethnicity, income, language proficiency, and disability.⁸⁶ All but one of the middle schools in the McGavock cluster meet MNPS's articulated definition of diverse schools, and the average of the four schools presents a highly diverse racial population, with income, language and disability percentages very close to the MNPS tier average for middle schools.⁸⁷ We are excited to serve this diverse, underserved student population.

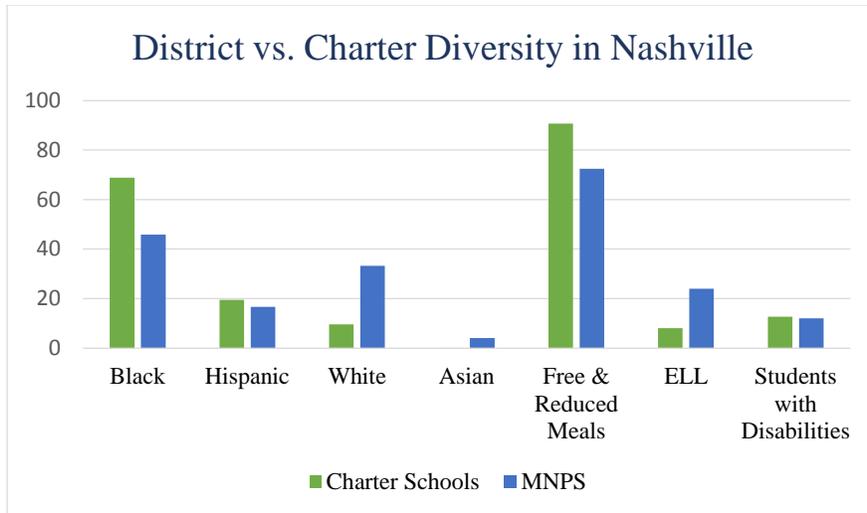
Diversity in the McGavock Cluster Middle Schools – Student Percentages						
	Black	White	Hispanic	Economically Disadvantaged	ELL	Special Education
Donelson	42	44	11	71	7	12
Dupont Hadley	23	65	9	64	2	16
Dupont Tyler	35	43	19	70	8	16
Two Rivers	50	35	13	79	8	15
McGavock Cluster Average	38	47	13	71	6	15
MNPS MS Tier Average				74	7	13

Further, serving a diverse (and academically needy) student population is a key factor in our decision to locate in the McGavock cluster. Currently, charter schools located within MNPS serve a less diverse population than the district – by race, income level, and special education and ELL populations. The following graph presents student diversity data for the 2012-2013 school year.⁸⁸

⁸⁶ MNPS Diversity Plan. www.mnps.org

⁸⁷ <http://www.tn.gov/education/reportcard/2013.shtml>

⁸⁸ <http://www.mnps.org/assetfactory.aspx>



STRIVE Collegiate Academy seeks to be a charter school that adds to the number of diverse schools in Nashville and provides its high quality program to a wide cross section of students in an academically underserved cluster.

In addition, we embrace staff diversity, including MNPS’ articulation of staff diversity by race, but also seek to ensure that STRIVE staff are diverse in terms of gender, experience level, and career path. This rich staff diversity creates a multi-faceted professional environment in which colleagues continually learn from each other and broaden their perspectives. Further, STRIVE’s diverse staff will bring a wealth of perspectives and experiences to the classroom which will enhance student learning and reflect the realities of college and career settings.

b. How do these compelling interests relate to other goals for the proposed school?

As articulated in our mission (below), our primary goal for STRIVE Collegiate Academy is for all students to achieve at the highest academic and personal levels.

At STRIVE Collegiate Academy, our mission is to prepare middle school students for success in high school, college, and career. We will achieve this by empowering each student with a literacy-based curriculum aligned across all content areas in a culture that encourages leadership, virtue, and excellence as the foundation for success in all of their endeavors.

Serving a diverse population supports this goal as we will serve a representative group of Nashville students, not only in terms of the MNPS definition of diversity, but also in terms of skill level and previous school experiences. Our compelling interest in diversity is aligned to our mission and goals because we seek to close achievement gaps between groups of students by meeting each individual student where they are and supporting them all toward excellence. Our strategically designed approach to individualized learning – including diagnostic and ongoing assessments and students’ Personalized Learning Profiles – is well suited to a diverse population. As discussed extensively in **Academic Focus and Plan, Special Populations, and School Culture**, our program is geared toward meeting each individual student’s academic need, as identified through assessments and then through providing differentiated core instruction and extensive Tier II and III supports and enrichments during the school day. We do not propose a one-size-fits-all model but will utilize proven instructional practices within a responsive, tiered program.

c. How will you know whether your compelling interest is being achieved?

We will know that our compelling interest is being achieved through continual monitoring of our progress toward our goals. As a data-driven organization, STRIVE will use regular processes to collect, analyze, and respond to data. These data will include:

- Student diversity
- Academic performance on internal and external assessments
- Student culture and climate
- Staff diversity
- Professional culture and climate
- Family satisfaction

Our systematic approach to setting, benchmarking, and monitoring progress toward our goals is articulated in **Performance Standards** and **Assessment** sections of the application. It is also critical to note that our analysis includes disaggregating data by race, income, student learning profile, identification as an ELL student or a student with disabilities as well as by grade level and homeroom. Through this regular and rigorous analysis, we will know if we are serving a diverse population, closing achievement gaps, meeting the needs of all of our students and families, and fostering a diverse professional climate focused on continual improvement. When the data points to areas of growth, including not meeting academic goals in a particular grade or subgroup or a lack of student or staff diversity, we will take actions that respond to that data specifically, such as revamping the curriculum or revising our approach to recruitment. For example, if our academic performance data indicates achievement gaps between groups of students, we will identify and implement additional supports or curricular resources for those students. In another example, if our student population does not meet our diversity targets for enrollment, we will implement additional recruitment strategies such as targeted mailings and going door to door in particular neighborhoods to address the issue.

2. Articulate your plan

a. What race-neutral approaches are available to advance your compelling interest in diversity?

We will implement several race-neutral approaches to advance our interest in diversity. First, and as stated below, we have targeted a diverse student population with our selection of the McGavock cluster. Second, our program is designed to reach each student as an individual, thus allowing us to serve a wide range of students in terms of race, income, identification, and skill level. Third, our teacher recruitment strategies are designed to result in a diverse staff. Specifically, we intend to partner with Teach for America (which also has an articulated commitment to diversity) and TNTP's Nashville Teaching Fellows, both of which attract young, eager, and diverse candidates. We will also access the School Leader's professional network of more established teacher and leader candidates as well as other established organizations in the community, like the Nashville Hispanic Chamber and the Tennessee Charter School Center. Further, through our intense recruitment efforts at many area colleges and universities, we will access several Historically Black Colleges/Universities (HBCUs). Taken together, these approaches will result in STRIVE serving a diverse student population and employing a diverse staff.

b. How will you ensure that the individual decisions are not made according to race?

As noted above, STRIVE will be a data-driven organization, where decisions are made as a result of systematic collection and analysis of data. To support the success of each student as well as meet our ambitious school-wide goals, we will objectively and intentionally analyze data to identify strengths and areas of growth in our program and take action accordingly. STRIVE leadership and teachers will not make arbitrary decisions based on student or staff race, as it runs counter to our mission as well as best practice and research about decision-making. Our processes to respond to data are further articulated in **Assessment**.

c. Charter schools are required to offer an open enrollment period followed by a random selection lottery without conditions for any grades with more applications than space available. A waiting list is then established among those not selected through the random selection process, and subsequent applications may be added at the bottom of the list on a first come-first served basis. Your plan must account for that legal requirement.

As stated in **Marketing, Recruitment, and Enrollment** as well as in **Attachment 18: STRIVE Enrollment Policies**, STRIVE will comply with all requirements with regard to student enrollment, lottery, and waiting list.

d. How will any or all of the following approaches affect your ability to advance your compelling interest in diversity?

i. School location

As noted above, we have intentionally selected the McGavock cluster in part due to its diverse student population. See above for student data. Grounded in our beliefs about the importance of student diversity, we have identified the McGavock cluster because its population includes students from across racial, socio-economic, skill level, and language proficiency groups. With its fairly similar percentages of white and black students, uncommon in many urban schools, STRIVE will be able to provide our students with a setting more like those they will find in higher education and in their careers than the isolating environment of racially segregated schools.

ii. Targeted student recruitment

STRIVE's recruitment strategies (fully detailed in **Marketing, Recruitment, Enrollment**) are multi-pronged and designed to reach a diverse student population. At a high level, these strategies include holding numerous community meetings and gatherings in families' homes, going door to door, sending mailings, attending community events, and actively recruiting in commercial areas and community centers. In collaboration with our partners, such as the Chamber of Commerce and the YMCA, we are committed to promoting STRIVE throughout the McGavock cluster in ongoing formal and informal ways. Beginning prior to submission of this application and during the planning year as outlined in **Attachment 2: Start-Up Plan**, STRIVE's proposed School Leader is actively taking steps to ensure we meet our enrollment targets.

iii. Specialized programs

STRIVE's academic and cultural program is distinctive and sets it apart from other schools in the McGavock cluster and in Nashville. Our rigorous academic program for all students, combined with our intensive focus on literacy, intentional leadership development, and a safe and structured school environment will be attractive to all students and families in Nashville and will result in a diverse applicant pool. We believe that all families want their children to achieve at the highest levels and be prepared to go to college if they choose; STRIVE's model is based on proven practices that promote achievement and college preparation. We also know that families want their children to attend safe and orderly schools; STRIVE's research-based and proven culture of achievement will ensure a safe learning

environment that is typically parents’ first priority in their child’s school. Moreover, we know that our personalized learning approach will be sought after by families since they all want their child’s individual needs met.

Our purposeful approach to family involvement and support, including offering workshops, working with families on Family Data Days, providing language supports, and offering them ways to be meaningfully included in the life of the school (see **Community Involvement and Parent Engagement**) will also be a compelling reason many families from across the McGavock cluster will seek for their student to attend STRIVE. STRIVE’s work with families not only includes informing them of their child’s progress, but also offers multiple supports to families to ensure student success. Finally, our experience tells us that in the demanding middle school years, when academics become more challenging and children become adolescents, families of all backgrounds are looking for supports to help them help their child.

iv. Transportation plans

As articulated in **Attachment 7: Transportation Plan**, STRIVE will work to overcome barriers to student success by providing transportation. We anticipate that approximately one-third of our students each year will be eligible for transportation and have budgeted accordingly. We have also budgeted for and are committed to providing all necessary transportation for students with disabilities.

Importantly, we will also provide transportation to families of eligible students on our four Family Data Days in order to ensure that transportation is not a barrier to participation in that program for any family.

v. Grade configurations and feeder plans

In addition to the middle schools in the McGavock cluster serving a diverse student population, the elementary feeder schools in the cluster do as well. As the table below indicates, the students who would become STRIVE Collegiate Academy students reflect many facets of diversity,⁸⁹ and is further evidence that STRIVE would increase the number of diverse schools in the district.

Diversity in the McGavock Cluster Elementary Schools – Student Percentages						
	Black	White	Hispanic	Economically Disadvantaged	ELL	Special Education
Andrew Jackson	23	63	10	48	6	13
Dodson	48	35	15	76	8	13
Dupont	19	71	8	81	4	12
Hermitage	26	53	17	79	12	15
Hickman	38	49	10	71	13	15
McGavock	25	39	34	86	20	9
Napier	92	3	5	98	3	17
Pennington	23	60	15	56	12	9
Ruby Major	41	46	9	60	8	10
Stanford Montessori	32	56	7	37	2	9
Tulip Grove	27	50	20	7	10	14
McGavock Cluster Elementary Feeder Schools Average	36	48	14	63	9	12

⁸⁹ <http://www.tn.gov/education/reportcard/2013.shtml>

Attachment 22: Scenario 1 Budget Template

See separate Excel file

Attachment 23: Scenario 2 Budget Template

See separate Excel file