Tennessee Achievement School District Charter Agreement

This Charter Agreement (Agreement) is entered into by and between the Achievement School District (ASD) and Neely's Bend College Prep, Nonprofit LLC, a Tennessee nonprofit limited liability company (Operator). This Agreement may be assigned by the Operator to a wholly-owned Tennessee nonprofit limited liability company. This Agreement is subject to Tennessee Code Annotated § 49-1-614 and the Tennessee Public Charter Schools Act, T.C.A. § 49-13-101 et. seq.

Definitions
The following are definitions of terms used in this Agreement as defined in State law.¹

Achievement School District (ASD) – An organizational unit of the department of education, established by the commissioner for the purpose of providing oversight for the operation of the total program for individual schools or LEAs.² The ASD may contract directly with individuals or non-profit corporations to manage schools, or authorize charter schools to serve students zoned to attend ASD schools.

Application – The document submitted by the Operator in response to a request for proposals or qualifications to provide educational services to students zoned to attend ASD schools.

Charter School Management Organization (CMO) – A non-profit entity that operates multiple charter schools at least one (1) of which is in Tennessee.

Local Education Agency (LEA) – Any county, city or special school district, unified school district, school district of any metropolitan form of government or any other Tennessee school system in which schools under the jurisdiction of the ASD are located.

Memorandum of Understanding (MOU) – An agreement secondary to this Agreement, specifying further details of the working relationship between the ASD, the Operator and/or an LEA or LEAs.

Operator – In this Agreement, “Operator” refers to either the sponsor of an application to receive a charter from the ASD; the governing body of an approved charter school or CMO; or an individual, governmental entity or non-profit entity entering a contract with the ASD to “manage the day-to-day operations of a school or schools within the ASD.”

1. Grant of Charter
The ASD hereby grants a charter to the Operator for the management of Neely’s Bend College Prep for ten (10) consecutive school years, beginning with the 2015-16 school year. In accordance with the terms of the Operator’s Application, the Operator will operate the 5th grade during the 2015-16 academic year, and add one (1) grade each year thereafter, until the academic year 2018-19 at which time the charter school will consist of grades 5-8. The Operator may add high school grades (9-12), beginning with the 9th grade in SY 2019-2020 and add one additional grade per year until SY

¹ Pursuant to Tennessee TCA § 49-13-104. All Tennessee laws may be accessed online at http://www.lexisnexis.com/hottopics/tncode/.
² Pursuant to Tennessee §§ 49-1-602, 614.
2022-23, space permitted. The Operator is expected to serve ASD-eligible students who are zoned to attend Neely's Bend College Prep in the applicable grades for which there is zoned attendance in any given year, up to the maximum number identified in the Operator's ASD application and subject to Section 3.3 of the Agreement below. Enrollment in each year of operation shall be no less than 95% of projected enrollment reflected in the annual Board-adopted budget that the Operator submits to the ASD. An Operator who does not meet or exceed enrollment projections of students may be subject to further review by the ASD.

The ASD shall remain the chartering authority through the duration of this Agreement and the school shall remain under the authority of the ASD. The Operator will remain in good standing if school or program performance meets key threshold and performance criteria set forth in the School Performance Framework (Exhibit 4).

Upon expiration of this Agreement, or sooner, provided the conditions for transfer set forth in state law are met, the school shall return to the LEA that operated the school prior to its inclusion in the ASD, subject to the applicable state statutes\(^3\). The Operator will also be given the opportunity to renew the charter agreement with the ASD or seek a new charter agreement with any other charter authorizer allowed under state law\(^4\).

Pursuant to T.C.A. § 49-13-121, the initial term of the charter shall commence on the effective date and end on the thirtieth (30th) day of June following the tenth (10th) anniversary of the effective date.

2. Roles and Responsibilities

The ASD shall ensure that the charter school is governed and operated as set forth in the Application and in accordance with this Agreement and all other applicable laws and regulations. The Operator shall be accountable to the ASD for ensuring the implementation of the terms and conditions of this Agreement.

During the term of the charter, the ASD shall retain the right to review the academic, operational and financial performance of the Operator. The ASD plans to conduct semi-annual performance reviews, which include desktop and scheduled on-site reviews of accountability and federal grant management, student access and equity compliance, and operations. If the criteria are not met, the ASD retains the right to review any and all written material and data as well as conduct site visits as frequently as necessary until all criteria are met. The ASD agrees to provide a minimum of five days’ notice of any site visit and will allow a minimum of five business days for an Operator to provide requested documentation. Decisions to revoke or renew the charter shall be made pursuant to this Agreement and state law\(^5\).

The Operator shall be the first avenue for response in case of any grievances filed against the charter school or its employees, pursuant to the ASD’s Parent and Community Grievance Resolution Policy

\(^3\) T.C.A. § 49-1-614 [link]  
\(^4\) T.C.A. § 49-13-121  
\(^5\) T.C.A. § 49-13-122
in its Student Handbook (Exhibit 5) and the Operator’s parent and community complaint procedure. The Operator will establish policies and procedures for receiving and addressing grievances directed toward the Operator or its employees and will make those policies available to students, parents/guardians, school employees, the ASD and any other persons who request them. Grievances that are not resolved by the Operator, or a pattern of serious grievances may be considered in any application for renewal of this Agreement or any action to revoke the charter.

The Operator will use reasonable, good faith efforts to educate children and demonstrate progress in achieving the goals outlined for all ASD schools and those goals the Operator established in its Application. The goals and performance expectations of all Operators authorized by the ASD are detailed in the School Performance Framework (Exhibit 4) attached to this Agreement.

3. General Terms and Conditions of the Charter Agreement

3.1 The Application

The Application in response to the Request for Proposal (Application), submitted September 15, 2011, attached as (Exhibit 1), sets forth the goals, standards, and general operational policies relating to the management of the Operator’s charter school. The Application is incorporated by reference to this Agreement. To the extent that the Operator desires to implement specific policies, procedures, or other specific terms of operation that supplement those set forth in the Application, they shall be permitted to implement such policies, procedures, and specific terms of operation, provided that such policies, procedures, and terms of operation (i) are not otherwise prohibited or circumscribed by applicable law or this Agreement, and (ii) are not materially different from those set forth in the Application unless approved in writing by the ASD.

To the extent there is a conflict between the terms of this Agreement and the Application, the terms of this Agreement shall govern.

Material changes to the Application must be reviewed by the ASD prior to implementation. The ASD agrees to provide a written response to the Operator within fourteen (14) calendar days. Changes that are almost always material and which require review and approval include but are not limited to:

- adding grades not included in this Agreement;
- increased or decreased enrollment constituting 15% of the school’s student population or 50 students, whichever is less;
- changes to curriculum or pedagogical approach that are inconsistent with the Application; or
- changes to operational specifications in the Application including but not limited to transportation or facility plans.

3.2 Funding

3.2.1 State and Local Funds
a. **Distribution of Funds.** The ASD shall allocate and pay one hundred percent (100%) of state and local Basic Education Program (BEP) funds to the Operator on a per pupil basis as provided in T.C.A. § 49-13-112 and as calculated by the formula provided by the Tennessee State Department of Education. Beginning with distributions in the 2015-16 school year, the ASD, as an authorizer fee, will withhold an aggregate of $200 per pupil per year from the BEP funds distributed to the Operator. One-tenth of that amount ($20) per pupil will be withheld from each of the ten BEP distributions noted in Section 3.2.1, based on the school’s ADM in TDOE’s EIS on the business day closest to the 6th day of each month in which payments are distributed. The ASD will, by December 1 of each year, provide an itemized accounting of its revenue and expenses, including the allocation of the authorizer fee. The ASD will not increase the authorizer fee more often than once every two years.

b. **Allocation of Funds Based on ADM.** New charter schools or charter schools adding a new grade shall be funded based on anticipated enrollment in the charter school, as amended and submitted to the Office of Portfolio Management for initial budgeting purposes no later than April 15 of each year. Initial payments will be based on this anticipated enrollment, which must be agreed upon by the ASD and the Operator and reflected in the Operator’s Board-approved budget for the upcoming fiscal year by June 1 each year. The Charter School’s state and local funds will be allocated based on the current year’s Average Daily Membership (ADM) as reported in TDOE’s EIS System as of October 1, and consistent with TCA 49-3-351.

c. **Funding Timing.** The ASD shall allocate and distribute one-tenth of state and local funds to the Operator by the 15th of the month in August, September, October, November, December, January, February, March, April, and the 30th of June. Each state and local payment from October through April and the final payment in June is calculated based on the School’s ADM in TDOE’s EIS, as reported by the Operator on the business day closest to the 6th day of each month. Each payment starting in October will be reconciled to the reported ADM for the period before being released. The final (tenth) payment will not be released until the year’s ADMs have been reconciled.

d. **Use of Funds.** With the exception of any management fee paid to the charter school’s CMO, all BEP funds distributed to the Operator shall be used for the School authorized under this Agreement subject to the terms and conditions of section 3.2.3(f) below. The Operator shall not charge tuition for any student for any and all activities that take place during the official school day. The Operator may charge for preschool and/or before-and-after-school programs, unless prohibited under applicable law.

e. **Fees for Services.** Any educational or operational services the ASD provides for a fee shall be specified in a separate agreement between the charter school and the ASD. Fees for services provided to the Operator by the ASD shall be deducted from the BEP payments provided to the Operator.
3.2.2 Categorical Funds
   a. **Eligibility.** Each year, the ASD shall provide to the Operator the school’s proportionate share of applicable federal Elementary and Secondary Education Act funding (e.g. Title I, Title II, Title III, Title IV or Title V) and other categorical grants received by the ASD for which the Operator’s school is eligible. Schools are eligible for such funds upon approval of their plans for such funds either by the ASD or the Tennessee Department of Education as required.
   b. **Fund Distribution & Reporting.** Funds shall be distributed on a documented expenditure reimbursement basis with the required documentation. The Operator shall submit grant reimbursement reports to the ASD at least quarterly and no more frequently than monthly. The ASD shall distribute to the Operator categorical reimbursement funds within 7 days of the ASD receiving funds from the State.
   c. **Use of Funds.** The Operator shall comply with all federal regulations tied to such categorical funds.

3.2.3 Financial Management & Operations
   a. **Fiscal Year.** The fiscal year for the Operator’s school shall begin on July 1 of each year and end on June 30 of the subsequent year.
   b. **Financial Management & Records.** At the end of the fiscal year, the Operator shall prepare the school’s annual financial statements in accordance with accounting principles generally accepted in the United States of America for not-for-profit organizations (GAAP). During the fiscal year, the Operator shall operate the school in accordance with GAAP, the cash basis of accounting, or any other basis of accounting, provided that the school’s accounting methods allow it to prepare reports required by the Achievement School District (ASD), the Tennessee Department of Education (TDOE), and any other grantors.
   c. **Records.** The Operator shall record and report the school’s financial information during the fiscal year and at the end of the year using the Tennessee Uniform Chart of Accounts (TN COA). The Operator will have the option of initially recording transactions using their National Chart of Accounts and then posting summary transactions using the TN COA. The Operator shall record all financial transactions in general, appropriations, and revenue and expenditures records. Appropriate entries from the adopted budgets shall be made in the records for the respective funds. Separate accounts shall be maintained for each of the funds.
   d. **Audit.** The Operator shall undergo an independent financial audit. The audit shall be furnished to the ASD’s Chief Financial Officer, the Commissioner of Education, and the Comptroller of the Treasury, as approved by the Operator’s governing board by December 31 of each year. In addition, the Operator shall transmit the final trial balance to the ASD using

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6 34 C.F.R. § 80.21.
7 Conducted in accordance with TN 49-13-111(m) and 49-13-127(c).
the Tennessee Uniform Chart of Accounts with the submission of the annual independent financial audit. The Operator will pay for the audit. If such audit is not received by December 31 of each year, it shall be considered a material breach of this Agreement, which the Operator shall have 15 days, or such other time as the Parties may agree, to cure. The financial audit shall include, without limitation:

i. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable)

ii. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with Government Auditing Standards

iii. An Independent Auditor’s Report on Compliance with Requirements that Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133, if applicable

e. **Interim Financial Reports.** The Operator shall prepare or cause to be prepared quarterly financial reports, in accordance with ASD instructions, which shall be submitted to the ASD no later than forty-five (45) calendar days after the end of each quarter and no later than sixty (60) calendar days after the end of each fiscal year. Quarterly financial reports are not required to be submitted in the LEA Chart of Accounts format.

f. **CMO/EMO Fees.** Tennessee’s Basic Education Program (BEP) allows local education agencies (LEAs) and the ASD significant discretion in spending. Tennessee law specifically prohibits a charter school operator from contracting with for-profit entities for the management or operation of the school\(^8\). Beyond that requirement, however, school and district operators determine how to spend BEP funds. BEP funds may be spent, for example, in an LEA or within the ASD for shared overhead for direct-run schools. Charter operators may pay similar fees to local or out-of-state non-profit charter management organizations or to a sponsoring non-profit entity. In order to ensure compliance with the law and to help the ASD study and share financial practices that improve student achievement, ASD transformation partners and charter operators must include in their financial reports a description of fees paid to charter, education management, or related non-profit organizations, showing the name of the organization, amount of fees paid, and the purpose for which the fees were paid.

g. **Budget.** The Operator shall prepare and provide to the ASD a draft of the school’s annual budget for the upcoming fiscal year by no later than May 1. The Operator shall adopt and provide a copy of its final annual budget for the upcoming fiscal year by no later than June 1.

h. **Financial Policies.** The Operator shall use and follow a Financial Policies and Procedures Handbook, the Tennessee Uniform Chart of Accounts, and appropriate use of account codes and functional codes, including grant codes using templates provided by the ASD as mandated by the TDE.
i. **Fund Compliance.** In the event that the Operator accepts state or federal funds, the Operator shall adhere to state and federal guidelines and regulations regarding the appropriate budgeting, expenditure, accounting and reporting for such funds;

j. **Dissolution.** Upon termination of this Agreement for any reason by the ASD, upon expiration of the Agreement, or if a school for which part of this contract applies should be closed or cease operations or otherwise dissolve, the ASD will supervise and have authority to conduct the business activities related to the closure or phase-out and other affairs of the school; provided, however, that in doing so the ASD will not be responsible for and will not assume any liability incurred by the school beyond funds allocated to it by the ASD under this Agreement. The Operator’s personnel and its governing body shall cooperate fully with any activity related to school closure or phase out.

k. **Disposition of School’s Assets upon Termination or Dissolution.** Upon termination of this Agreement for any reason or if a school which is a part of this Agreement should be closed or cease operations or otherwise dissolve, then, at the sole discretion of the ASD, any assets funded through the ASD and owned by the Operator on behalf of the ASD-authorized school or schools that will no longer be operated by the Operator, including tangible, intangible, and real property, remaining after paying the Operator’s debts and obligations and not requiring return or transfer to donors or grantors, will become the property of the ASD.

l. **Insurance.** Directors & Officers insurance and professional liability insurance for combined single-limit coverage of not less than $5,000,000.00 per occurrence. Crime exposures to be covered include:
   1. Employee theft
   2. Money and securities while on premises or in transit
   3. Forgery
   4. Funds transfer fraud
   5. Computer fraud
   6. Money order and counterfeit currency fraud
   7. Credit card fraud
   8. Optional client coverage
   9. Coverage for investigative costs for covered losses

   ii. Such other insurance on the Premises in such amounts and against such other insurable hazards which at the time are commonly obtained in the case of property similar to the Premises.

   iii. In addition to the foregoing insurance, charter or contract operators shall maintain a fidelity or surety bond to cover all of the operator’s employees that handle, process, or otherwise have responsibility for school funds, supplies, equipment, or other assets in amounts of not less than $50,000.00 per occurrences.

### 3.2.4 Financial Performance Requirements
a. **Annual Audit**  
   i. The annual audit will be submitted to the ASD by no later than December 31 of each year, related to the prior year.  
   ii. The audit should express an unqualified opinion on the financial statements. A qualified audit opinion will result in an automatic review and explanation from the Operator's board.  
   iii. No material weaknesses in controls should be disclosed during the audit. A material weakness will result in a potential review and explanation from the Operator's board.  

b. **Financial Indicators**  
   i. A prior year operating deficit by the Operator will result in a potential review and explanation from the Operator's board.  
   ii. End of year Operator current ratio of less than 1.1 will result in an automatic review and explanation from the charter school board.  
   iii. Average end of year Operator unrestricted cash balance (based on the four quarter-ending cash balances) of less than 30 days of current fiscal year operational expenses will result in an automatic review and explanation from the charter school board.  

c. **Compliance Items**  
   i. Reporting should be consistent with agreed timelines for the annual report/audit, the annual budget and the annual financial report (AFR).  
   ii. Quarterly financial statement submissions should be received by the ASD within the agreed timeframe.  
   iii. Revenue reimbursement reports for non-BEP funds should be submitted at least quarterly and no more frequently than monthly.  
   iv. Operator's Board of Director/Trustees must sign and submit a signed conflict of interest form annually.  
   v. Operator's board should be able to provide documented minutes and agendas from finance committee and full board meetings throughout the fiscal year, upon request.  
   vi. The annual audit will be presented, reviewed and approved at a board meeting.  

3.3 **Student Population and Enrollment**  
   a. The Operator may only serve eligible students, as defined by T.C.A. §§ 49-1-614, and § 49-13-106. The Operator is required to serve all students zoned to its school, up to the building's program capacity (85% of the building capacity) or 130% of the prior year's average daily membership (ADM), whichever is smaller. For schools phasing in grades, this shall be scaled based on grades served in a particular year, compared to the grades served by the LEA in the school's last year of operation prior to placement in the ASD. In SY 2015-16 only, the Operator may restrict enrollment of zoned students up to the program capacity the Operator defined in its approved Charter Application and enrollment projections approved by the CFO as the basis for 2015-16 ASD budgeting by May 1, 2015.
b. If space exists after planned enrollment of zoned students, students zoned to attend other ASD-eligible schools in Nashville/Davidson County may enroll or be included in an enrollment lottery, pursuant to T.C.A. § 49-13-113, as reflected in (Exhibit 5).

c. Once the school is at enrollment capacity, students who are zoned to attend the school shall be reassigned to a different ASD school where space is available. Students enrolled at the charter school may transfer to any other ASD schools pursuant to ASD intra-district policies, and to other LEA schools pursuant to LEA intra-district transfer policies.

3.4 Special Education

3.4.1 Authorities. Special education services, related services, and accommodations for students who are eligible under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), or any applicable provisions of State law, shall be provided in accordance with applicable State and federal law and this Agreement. The ASD is the local education agency (LEA) responsible for ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and State special education law and regulations.

3.4.2 Roles and Responsibilities of the Parties.

a. The Operator assumes responsibility for the identification of students in need of special education services, provision of services, development and implementation of individualized education programs (IEPs), etc. for students identified as eligible for special education services. The Operator shall have a qualified special education coordinator who will be responsible for monitoring individual case management of all special education students and for arranging the provision of services required by their IEP. The Operator shall maintain a file documenting Operator's compliance with special education requirements.

b. As the LEA, the ASD retains the authority to oversee and require that the Operator take corrective measures with regard to special education. The Operator is responsible for the management of its special education budgets, personnel, programs and services. The ASD reserves the right to audit the use of special education funds provided to the Operator to ensure compliance with program and fiscal requirements.

c. The Operator shall ensure that its special education personnel or contracted personnel are appropriately credentialed and licensed consistent with federal requirements and State laws and regulations. The Operator shall implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the School(s). The Operator shall rely on its discretion to determine whether or not to contract with outside entities, such as consultants or local districts, for the provision of any mandated
special education or related services. Upon request by the ASD, the Operator shall provide all requested or appropriate documentation to demonstrate the licensure status of School personnel providing special education or related services and of independent contractors providing special education or related services, and, the training received by said personnel, and the steps taken by the Operator to comply with applicable credentialing the requirements. The Operator shall promptly provide the ASD with documentation that updates this information during the course of the school year to the extent that it has changes in its personnel, independent contractors, or training for staff.

d. The Operator shall promptly report to the ASD any and all alleged serious infractions, filed due process complaints, and other significant non-compliance issues relating to special education.

e. The School will meet the needs of the students who enroll. In the rare instance that the Operator believes itself unable to provide an appropriate placement or services for a student with special needs, the Operator shall contact the ASD to discuss placement and service alternatives. The IEP team convened at the school shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the school pursuant to an IEP.

f. To the extent that the ASD provides training opportunities and/or information regarding special education to the staff of other operators, such opportunities and/or information shall be made available to Operator’s staff. To the extent that the ASD elects to offer to the Operator administrative and/or programmatic services relating to special education, the Operator may avail itself of such services at a previously agreed upon fee.

g. The Operator shall indemnify the ASD for any costs, attorney fees, and/or financial penalties imposed on the ASD by state and/or federal authorities arising out of actions or omissions of the Operator relating to special education.

3.4.3. Costs for Special Education. All costs associated with providing educational services to enrolled students with disabilities are the responsibility of the Operator. Part of the Basic Education Program (BEP) funds are generated based on special education needs of the ASD during the prior year. The ASD will make IDEA Part B funds available to schools for direct reimbursement, in accordance with ASD policy.

3.5 Facility
The charter school shall be located at 1251 Neely’s Bend Road, Madison, TN 37115. The Operator may use the school building and all facilities and property otherwise part of the school and recognized as part of the facilities or assets of the school prior to its placement in the ASD and
shall have access to such additional facilities as are typically available to the school, its students, faculty and staff prior to its placement in the ASD. If a Memorandum of Understanding (MOU) is in effect between the ASD and the LEA that owns the facility (Exhibit 2), the terms of such MOU shall govern facility use by the Operator.

3.6 Transportation
Subject to the terms of the Memorandum of Understanding, transportation shall be provided by Operator pursuant to T.C.A. § 49-13-114, free of charge to and from school on regularly scheduled school days for all students:
- residing outside of the LEA’s defined Parent Responsibility Zone;
- required to cross hazard zones between home and school; and/or
- with transportation requirements included in their Individualized Education Programs (IEPs).

3.7 Assessment
a. The Operator shall have the autonomy to devise its own student assessment programs, beyond the following requirements:
   i. Administer all TDOE-required student assessments, including but not limited to TNReady, TCAP, End of Course Assessments, ACT, and ELL Assessments for the required grades and testing windows.
   ii. Administer ASD-required student assessments, as defined by district policy.

b. The Operator shall comply with all TDOE- and ASD-required assessment administration, security and reporting requirements.

3.8 Compliance with Applicable Laws, Regulations and State, Federal and ASD Policies, Reporting Requirements and Grant Commitments

By signing this Agreement, the Operator warrants that it has specific knowledge of:

a. its obligations to comply with all federal, state and local laws applicable to the provision of public education in a charter school in the ASD. Further assurances are provided in the Application. The Operator acknowledges that the waiver of education statutes and rules of the state board or department of education, granted pursuant to Rule 0520-14-03 does not include a waiver of any of the regulatory or statutory requirements listed in T.C.A. § 49-13-105(b) or any of the Tennessee Public Charter School Act, T.C.A. § 49-13-101 et seq.

b. its state and federal grant obligations and that it will comply with all grant assurances to which the Operator has agreed.

c. State, Federal and ASD compliance reporting requirements, as reflected in (Exhibit 3).

3.9 School Performance Expectations
a. Federal and Tennessee Compliance
   i. The ASD will complete an annual audit and periodic reviews of the Operator’s compliance with federal and state laws and regulations, including but not limited to:
operational and student and staff safety, employment and service requirements. The compliance checklist will be provided in advance of any reviews.

ii. Non-compliance with any state or federal laws may trigger review and may result in revocation of the charter. Prior to revocation, the ASD shall notify the Operator and give reasonable opportunity to cure the violation, unless the ASD determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the students.

b. Tennessee Department of Education (TDOE) and ASD Achievement
   i. The ASD will complete an annual threshold test of all schools to determine their fulfillment of the ASD’s academic performance targets
   ii. Schools must meet or approach ASD school accountability goals to remain authorized by the Operator.
   iii. New schools in their first year of operation in the ASD are not held accountable to the TDOE’s or ASD’s school accountability system.
   iv. In the event that the Operator’s school fails to meet or approach ASD school accountability goals for two years in a row following the first year of operation, the Operator’s authority to operate the school may be revoked.

c. ASD School Performance Framework
   i. The ASD School Performance Framework (Exhibit 4) establishes school performance indicators with targets that are equal to or exceed TDOE performance targets.
   ii. The ASD will publicly report annually schools’ performance according to the ASD School Performance Framework on School Report Cards. Operators shall make available data required to report achievement and progress, according to the ASD School Performance Framework.

d. ASD School Performance Composite Score
   i. The ASD School Performance Framework includes a subset of metrics that combine to create a Composite Score (Exhibit 4) to determine if schools are on track to dramatically improve outcomes for students.
   ii. The Operator’s individual performance targets within the Composite Score and broader ASD Performance Framework must be reflected, to the degree required, in applicable grant applications, including, but not limited to the Title I and SIG grant applications. If the Operator commits to performance targets in a state or federal grant application that exceed targets reflected in the ASD Performance Framework, the Operator must adhere to its grant obligations.
   iii. The ASD will use the Operator’s School Composite Score(s) to determine school action decisions, including the rate of replication or replacement of the Operator’s schools in the ASD (Exhibit 4). The ASD’s Superintendent is the final authority on ASD school action decisions.
3.10 **Hold Harmless**

Hold Harmless. The Operator agrees to indemnify and hold harmless the State of Tennessee and, subject to the MOU, the local government entity which owns any building in which the school is located, as well as their officers, agents, and employees from and against any and all claims, liabilities, losses, and causes of action which may arise, accrue, or result to any person, firm, corporation, or other entity which may be injured or damaged as a result of acts, omissions, or negligence on the part of the Operator, its employees, or any person acting for or on its or their behalf relating to this Agreement. The ASD shall promptly defend, indemnify, and hold harmless the Operator, its officers, directors, employees, agents, representatives, volunteers, administrators, successors, and assignees from and against any and all alleged or actual breach of any obligations of the ASD under this Agreement, or any other actual or alleged breaches of any duty or obligation owed to the Charter School, the Operator, or any third party, arising from the ASD's negligence, or any obligation imposed on the ASD, the Charter School, the Operator, or any third party, by Federal or state law concerning the operation and maintenance of any building in which the school is located, including but not limited to, the Americans with Disabilities Act of 1990, or any private claim based thereon.

In the event of any such suit or claim, the Operator shall give the State immediate notice thereof and shall provide all assistance required by the State in the State's defense. The State shall give the Operator written notice of any such claim or suit, and the Operator shall have full right and obligation to conduct the Operator's own defense thereof. Nothing contained herein shall be deemed to accord to the Operator, through its attorney(s), the right to represent the State of Tennessee in any legal matter, such rights being governed by T.C.A. § 8-6-106.

3.11 **Monitoring, Inspection and Certification of Records**

The ASD shall at all times have authority to enter the charter school to monitor Operator's compliance with applicable law and the terms of this Agreement. The Operator shall designate a representative to serve as the point person for ensuring compliance, reporting, and other communications related to the Operator's compliance.

3.12 **Services Provided by the Local Education Agency (LEA)**

The parties agree that services provided by the LEA to the Operator shall be based on a schedule developed by the LEA and the Operator, or a schedule developed by the ASD.

4. **Incorporation by Reference**

Each of the following documents is included as a part of this Agreement by reference:

a. Application in response to Request for Proposal
b. Memorandum of Understanding between the ASD, Operator and/or LEA.

5. **Effective Date**

This Agreement shall not be binding upon the parties until it has been signed first by the Operator and then by the ASD.
Chris Barbic
Superintendent, Achievement School District

Chris Reynolds
CEO, LEAD Public Schools

Dwayne Tucker
Board Chair, LEAD Public Schools
Exhibit 1 – Operator Application in response to Request for Proposal

Exhibit 2 – ASD-LEA Memorandum of Understanding (if applicable)

Exhibit 3 – ASD List of State and Federal Compliance Reports

Exhibit 4 – ASD School Performance Framework

**Exhibit 5** – ASD Student Handbook
PROPOSAL NARRATIVE

Please respond to the following Applicant Questions, limiting your narrative response to all sections to 75 pages total, plus attachments. This means that the length of this document, including these instructions and the questions below, may be no longer than 105 pages. Attachments are not included in the page limit.

Please add the full name of your school to the footer of this document so that it appears on all pages.

Your responses must be typed with 1-inch page margins and 12-point font, single-spaced. Use the boxes provided to type your responses.

Each major section (Executive Summary, Founding Group, etc.) must begin on a separate page.

If a particular question does not apply to your team or proposal, simply respond “Not Applicable,” and briefly explain why the question is not applicable to your team or proposal.

When you have completed your response and verified that the total length of the document does not exceed 105 pages, please save this document as a PDF file. Name your file according to this convention: NAME OF OPERATOR.Proposal Narrative.pdf. Upload your PDF file to the online application submission portal.

Detailed scope and sequences for current grades are available upon request.
A school director job description is available upon request.
EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication (including as a takeover design, if applicable); the replication or network growth plan; and the applicant’s performance record and capacity to execute the plan successfully. The Executive Summary should address the following:

Mission and Vision for Growth in Tennessee. State the mission and vision of the proposed schools and network as a whole. Provide an overview of the organization’s strategic vision and five-year growth plan for developing new schools in Tennessee, including: years of opening; number and types of schools (grade levels); and projected numbers of students. Briefly describe the targeted community(ies) and explain how each school would meet identified needs in the community.

Educational Need. Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

Target Population. Explain how the decision to serve the targeted population, including the grade levels you have chosen, would meet community needs. Identify any enrollment priorities you have set and explain how these will comply with applicable restrictions on enrollment procedures.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed schools. If you have assessed demand and/or solicited support for the schools, briefly describe these activities and the status of your efforts.

Educational Plan/School Design. Provide an overview of the education program proposed for replication, including key non-negotiables of the education model. Briefly explain the research base and performance record that demonstrate the school model will be successful in improving academic achievement for the targeted student population.

Network Governance and Leadership. Provide an overview of the proposed network governance and management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership — and ultimately mission fulfillment — for the proposed school replication plan over the long term.

TYPE YOUR EXECUTIVE SUMMARY IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Mission and Vision for Growth in Tennessee: Today in Nashville, a low-income student has a 1 in 10 chance of graduating from high school prepared for a 4-year college. Over the last 4 years, more than 2,000 low-income students vanished from Nashville’s schools, but they didn’t vanish from our streets, our hospitals, our unemployment lines or, sadly, from our prisons and welfare rolls. This is an extraordinary injustice, and the impact of this educational inefficiency
LEAD Public Schools exists to radically change the educational landscape for low-income students and communities in Nashville. Our mission, to graduate 100% of our students and send them to a 4-year college/university, is based on the belief that every student has the potential to graduate from high school, attend a 4-year college/university, and commit to adopting a “Whatever it Takes” attitude toward making this a reality.

LEAD Public Schools has committed itself to opening and operating at least five schools in Nashville that will ultimately serve grades 5-12 at each campus and approximately 4,700 students network-wide that will graduate up to 500 low-income students each year, with every one of these graduates accepted to a four-year college and college-ready. This means that by 2020, LEAD could double the number of low-income college-ready graduates produced each year by public schools in Nashville.

LPS is currently focused on transforming underperforming middle schools in North, East, and South Nashville, with a focus on building capacity to expand to include grades 9-12 following the successful transformation of grades 5-8. LEAD is currently employing this strategy at Cameron Middle School and is focused on partnering with the ASD and the MNPS Innovation School Zone to produce additional high performing 5-12 schools.

LEAD Public Schools is submitting this application to partner with the ASD to transform schools within the ASD's control by using the proven LEAD phase-in, conversion model. While the ASD has not yet identified the schools in need of transformation, LEAD Public Schools is excited about submitting this application to be an approved ASD operator and partner. Much like our relationship with MNPS, LPS anticipates a strong, cooperative partnership with the ASD and anticipates immediately, upon approval of this application, to begin discussions with the ASD and its staff to find the most appropriate schools and timeline for transformation. Though our financial and expansion plan presented in this application evidences LPS growing to five schools (two conversions and three fresh starts) we welcome discussions with the ASD to operate more conversions as long as we can maintain a high degree of fidelity to the LEAD model. Based on our experience with the Cameron conversion we have learned that our greatest successes so far have come from remaining flexible in our approach to working with the district and making modifications, when appropriate, to best meet the needs of all students.

**Educational Need and Target Communities:** Based on a collaborative review with MNPS of persistence, graduation, and college ready data across each high school cluster in Nashville, as well as our six years of experience working with parents, students, teachers, and community members across Nashville, it is clear there is a tremendous need for high performing schools. Our city’s lowest-performing schools share a reality similar to that of most chronically underperforming schools around the country. This reality includes, enrolling a high percentage of students of poverty with high levels of learning deficits, a great range and variability in students’ needs, an incredibly diverse population, and the absence of a school culture focused on high achievement and expectations. Individual and family risk factors seem to be compounded by the effects of resource-poor community environments and resource inequities, resulting in significant challenges in students’ readiness to learn and the school’s ability to meet these needs under the current structure. Furthermore, based on the lack of transformative change produced by state and district reform strategies, it is clear that a traditional school model and education approach have been inadequate to address the challenges facing the anticipated ASD schools.
Four years ago, MNPS enrolled 6,200 9th graders, of which 4,000 or 65% were low-income. Last year the number of low-income students scoring >=21 on the ACT was less than 400. Thus, the likelihood of a low income 9th grader in MNPS becoming college ready 4 years later is less than 10%.

Source: Internal analysis being conducted by LEAD Public Schools and MNPS.

Our targeted communities of South, East, and North Nashville have been experiencing growth in poverty, crime, and educational failure for decades, and produce the fewest number of low-income college ready students. Many of the lowest-performing schools serve a majority minority student population with many schools serving a student-population that has in excess of 90% qualifying for free and reduced lunch. Nashville’s future economic and cultural vitality is dependent upon these communities producing a large number of college-ready high school graduates and requires a radical transformation of the 5-12 educational pipeline.

In this submission LEAD Public Schools is proposing to transform existing low performing middle schools into grade 5 - 12 charter school campuses, each producing at least 100 college ready graduates annually. Specifically, we are seeking:

- an additional middle school to add to our high school in North Nashville,
- a high school to add to our middle school conversion at Cameron,
- and at least two additional middle school conversions where the middle school would be converted to an integrated 5-12 model.

Community Engagement: The LEAD Transformation plan lends itself easily to community organizing as LEAD has existing and well-established ties to the specific communities and neighborhoods. With our existing three schools as the organizing focus, the process of bringing together parents, students, local community leaders, teachers, administration, and school staff at the transformation schools can be a collaborative process. LEAD’s community organizing efforts include two phases: first, gathering support for the transformation project itself; and second, working with stakeholders to create buy-in for the new LEAD Public School. In the first case, the Achievement School District may take a more active role in leading the organizing process, with additional emphasis placed on outreach to existing teachers at the school to be transformed. In the second, the LEAD Public School leadership team (School Director, key staff, parents, and students) will lead with the goal of creating a lasting feedback mechanism through which every individual school will become more tailored to its specific neighborhood. In both cases, open houses, forums, structured meetings, petition drives, and thorough outreach efforts are the key tools for success.

Over time, LEAD has started to transform the educational expectations of the communities it serves, creating a model for excellence in urban education and neighborhood redevelopment. Our success is the direct result of our strategy for change, which combines both the direct efforts of LEAD and the efforts of others. Our approach to partnering with other organizations has been to focus on our strength, offering a rigorous education, while coordinating with others to fill in other needed services. The coordination piece involves matching expectations for our students, emphasizing the school mission and vision that each student will attend college, connecting the right students with the right opportunities and challenges, holding students accountable to expectations consistently, and extensively coordinating planning and service delivery.

LEAD will continue to seek new partnership arrangements where mutual benefits exist without compromising the educational program or the quality of experience for students or
teachers. These relationships allow us to focus our work on students’ academic education while ensuring that their broader education aligns with the school’s mission. There are several additional categories of partnership and external support that LEAD has plans to develop:

1. **Nashville Business Community** — Build a series of relationships focused on increasing human capital and diversity in Nashville, combining financial support, volunteer opportunities, and internships and/or scholarships for LEAD students and alumni

2. **Community-based organizations** — Create community-based enthusiasm and support for LEAD schools and combine efforts to address social and cultural challenges that might inhibit student success

3. **Colleges and universities** — Expand current cooperation to increase financial support for LEAD’s college-focused activities and seek opportunities to create volunteering/work-study programs with Nashville-based colleges and universities

4. **Aligned non-profit organizations** (e.g., Oasis Center, YMCA, Boys and Girls Club) — Seek ways to leverage the activities of other organizations to enhance program delivery and reduce costs.

In our four years, we have proven that we don’t wait for families, the community, and potential partners to come to us. We take the initiative, promptly, to partner with the community, social service providers, police, shopkeepers, aldermen, pastors, arts and athletic organizations — everyone we can possibly convince to join in the vital work of making their children’s school effective. Based on our initial community outreach efforts, there is an obvious need for increased community involvement and engagement.

Transforming chronically under-performing middle schools and building the high school grades on top of the transformation middle school presents the greatest opportunity for significant, enduring change for the students and requires an organization willing to partner with the Achievement School District, MNPS, the schools’ existing staff, students, and families, and community members and potential partners to find the right solutions. The first step in our success has been to build the capacity to successfully manage Cameron’s multi-year phase-in transition. To grow that capacity, LEAD Public Schools (LPS) quickly generated local support from the community, attracted local resources, and efficiently coordinated the business process of launching and operating a new school. Even before submitting this application, our team has started engaging members of each of our target areas in Nashville as well as meeting regularly with leaders at MNPS. We have reached out to parents, community leaders, elected officials, local clergymen, etc. and met them personally to listen, learn, and include their voices in our continuing outreach and school planning work. These relationships continue to grow and are a key strategy in our work to partner with the district and local community to produce a welcoming environment for what could otherwise be a divisive project.

**Educational Plan/School Design:** At LEAD Public Schools we firmly believe that every student has the potential to graduate from high school, attend a 4-year college/university, and commit to adopting a “Whatever it Takes” attitude toward making this a reality. Therefore, it is our vision that 100% of our students will graduate from high school and be accepted to a 4-year college/university. This high expectation is our north star for making decisions about our educational model and the culture we carefully and intentionally develop at each campus.

Based on our success with the first two LEAD Academy campuses, and now with Cameron College Prep, we believe that we have a proven educational model, effective community outreach experience, and the organizational strength to produce additional high performing
LEAD Public Schools

schools that consistently and effectively implement the LEAD Model.

Though each LEAD school shares a commitment to fully execute and refine the LEAD Model. We expect each school will serve a different community and may vary in unique ways. Still, all LEAD campuses are required to carefully implement the primary design elements of the LEAD Model. These elements are as follows:

1. Small school size of approximately 1,000 students in grades 5-12 committed to serving all types of students, including special education and ELL.
2. High expectation, high performance, college-focused culture
3. Integrated 5-12 academic program that supports structured interaction between middle and high school students
4. Extended school day and year
5. Saturday school and summer school
6. Annual community service requirements for students
7. Annual college trips for every grade
8. Daily student advisories (known as Crew) led by each teacher
9. Commitment to authentic instruction and assessment through Expeditionary Learning or related hands-on pedagogy
10. Commitment to support LEAD graduates through their college career

Based on our experience at Cameron College Prep, our first district/charter conversion school, we know that conversions come with some existing constraints (grades, facilities, predetermined enrollment zone, etc.) that may require modifications to our primary design elements. While we anticipate the need to make careful modifications in certain instances, it is our experience that our students achieve higher rates of success when we adhere as tightly as possible to our primary design elements.

Our student success is well documented and positions LEAD as the one of the highest performing charter schools in the state. Further, when compared to all high poverty middle schools in Tennessee, LEAD Academy Middle School shows effect sizes far above the norm and in math has the highest rates of proficient middle school students of any school in Nashville with greater than 75% poverty enrollment. 9th grade standardized End of Course scores at LEAD Academy High School are thought to be the highest scores of any public school in Nashville with the exception of the selective enrollment magnet schools. Effect sizes with our high school are similarly high and exceed state norms by a large margin.

Demographically, LEAD serves an almost identical cross section of students as any other Nashville public school, with the exception of a poverty rate above 94% compared to the district’s average of 76%. Additionally, when compared to other charters LEAD Public schools has significantly more special education and ELL students, with 20% and 10% compared to the District’s 11% and 14% respectively.

A key part of our plan is that all students, including those with disabilities, are fully integrated into all programs. The LEAD model provides all students with access to the general academic curriculum as well as all other educational programs and services provided for other students. Non-academic services and extracurricular activities have been designed in a manner that affords children with disabilities an equal opportunity for participation.

All students are given all of the support necessary to succeed. A special education instructor (called a “Collaborative Instructor” to facilitate collaborative learning amongst staff and students, as well as to minimize the stigmatization that often comes with student’s being labeled
or pulled out for services) monitors each student’s individual needs. One of the reasons for LEAD’s success with students with specific learning needs is that all faculty and staff are made aware of any necessary modifications and meet regularly to plan, review, and collaborate to do “Whatever it Takes” to ensure that all students achieve success.

The most important part of our education plan is our comprehensive view of student development. Our program prepares all of our students to graduate from a four-year college, while at the same time instilling in them the values of community service and self-reliance needed to be productive, selfless adults. However, to reach our goal of sending more underserved students to 4-year colleges, our schools must offer more than the traditional education program. There must exist a foundation that better supports, trains, and educates these students—a learning community where students, parents, instructors, businesses, and nonprofits actively engage in the lives of students and contribute significantly to their development. By engaging the community and expecting the best from every instructor, parent/guardian and student, each LPS Schools trains every student to become a leader capable of making an immediate impact on our community. At each new LEAD school we will provide more than just an expectation: we provide the supports, the culture, and educational rigor necessary to provide each student an opportunity to excel.

We understand that there are no “silver bullets,” and welcome the difficulty and importance of this, our chosen work. Our mission requires dedication, discipline, and desire. Our ability to create a performance-based culture that values hard work and personal responsibility is the key ingredient in our ability to institutionalize success in students more familiar with failure. The founding belief behind our first school and our proposal here is that when we engage the community, expect the best from every instructor, parent/guardian and student, and train every student to become a leader capable of making an immediate impact on our community, our students, their parents, and the community members will become catalysts for change in their lives and in the life of our city.

Network Governance and Leadership: LPS’s network governance structure is based on our design as a Charter Management Organization. Presently, LPS operates three schools in Nashville, each with a strong on-site leadership team, and each receiving daily support from the LPS central office support team. LPS provides a complete range of back office support so that each school is able to devote maximum time and energy on students, staff, and effective instructional practices in order to meet our goals and expectations for all LEAD Schools. While this structure allows for financial and operational efficiencies, more importantly, it also enables us to maintain a consistent implementation of the LEAD Model and produce a growing number of internally developed leaders and master teachers. Supports to the schools include our own coordinated transportation services (we own our own fleet of buses), facilities management, foodservice, complete finance and accounting services, HR services, technology services, professional development, a consistent academic design, and special education support to each campus, and other areas as well. In addition, this structure provides us a mechanism to ensure a blend of consistency and innovation at each school, enables us to ensure clear and consistent expectations across the network, and provides for the development of instructional, management, and leadership pipelines that are all built from within the same LEAD culture.

The LPS management structure includes a CEO and COO Executive Team that reports to the Board of Directors, with functional Department Directors and School Directors reporting to the CEO and COO. This allows for direct oversight of each school, while also allowing the
significant autonomy that effective transformational leaders require. All school based staff report
directly to their respective school directors and school directors make all site level hiring
decisions. School Directors are provided extensive support from the Executive Team, the
functional support departments, and clear expectations for producing agreed upon outcomes.

Continuity is one of LEAD’s greatest strengths, and is derived from our success in attracting,
training and supporting highly talented people. LEAD is committed to developing staff internally
and also to conducting national searches for the most capable teaching and leadership talent we
can find. Over 30% of our teaching staff are Teach For America Alumni or Corps Members.
Our three school directors include one who has been with LEAD for 5 years, another who has
more than ten years experience as principal of one of the most highly regarded independent
schools in the southeast, and another who has previously been part of the startup team at three
high performing urban charter schools. Our staff retention rate is extremely high, averaging
nearly 90% over the last two years, and to date every board member has served at least one
additional term beyond their initial commitment.

LEAD’s executive team includes Jeremy Kane and Chris Reynolds, both native Tennesseans.
Jeremy is the Founder and CEO of LEAD Public Schools and has experience as a high school
teacher, school director, and nonprofit executive. He has degrees from Stanford, Oxford, and
Vanderbilt, and is widely regarded as the leader of the charter school movement in Nashville.
His commitment to Nashville’s most challenged communities led to his vision for LEAD
Academy, started 6 years ago, and has catalyzed the expansion of other charter operators in
Nashville and across the state. Chris is the President and COO of Lead Public Schools, and
began his education career teaching middle school in Louisiana as an early Teach For America
corps member. Most recently, he led an urban charter high school on the west side of Chicago,
where he helped develop and implement a 4 school network of charter high schools in Chicago
Detroit, and San Antonio (The Henry Ford Learning Institute) that currently serves almost 2,000
students in high poverty, urban communities. He also has experience as a CPA and CFO and has
degrees from the University of Tennessee and University of Michigan.

LEAD Public Schools is a 501c3 nonprofit entity with a self-perpetuating board of directors
of between 5 and 15 members. The board includes a parent of a current student, skilled and
experienced business executives, an attorney, a local member of the judiciary, and educational
entrepreneurs, among others. As LEAD expands to serve more students it expects the board will
grow to include additional parent representatives and under state law is able to incorporate sole
member nonprofit LLCs as subsidiaries for each school that it operates. This structure allows us
to operate as an efficient consolidated enterprise, while also allowing for individual school
boards if necessary.

Now in its fifth year operating charter schools in Nashville, LEAD Public Schools has a
sound governance structure, a strong, capable staff, is led by a skilled and experienced executive
team, and has both bylaws and strong internal management practices that have been developed
and improved over during the growth of our first three charter campuses in Nashville. We have
effective policies in place to ensure effective succession of board members and leadership staff,
as well as consistent, effective oversight and support of our multiple campuses as we pursue our
mission to graduate 100% of our students and send them to a 4-year college or university. Our
organization is uniquely positioned to continue opening and operating high-performing charter
schools in Nashville, and eventually, elsewhere in Tennessee.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS
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LEAD Public Schools
I. FOUNDING GROUP

Founding Group Membership

1. Identify the Founding Group for the schools being proposed. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for any school or for the network as a whole. These may include network leadership, proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in school or network development or operations.

Explain the Founding Group’s collective qualifications for establishing high-quality schools in Tennessee and assuming stewardship of public funds, including your capacities in areas such as the following:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement
- Facilities management

Provide, as Attachment 1, full resumes (including contact information) and professional bios for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of any school proposed for 2012 opening. Please label each document with the individual’s affiliation with the proposed school.

2. Identify any organizations, agencies, or consultants that are major partners in planning and establishing the schools proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

LEAD Public Schools, Inc., a Tennessee 501(c)(3) corporation, will serve as the Sponsor of all schools in the LEAD network. LPS has already overseen the successful startup of LEAD Academy Middle and High Schools, is in year two of a successful transformation of Cameron Middle School into Cameron College Prep, and holds a fourth charter for a fresh-start charter school, named LEAD Prep Southeast, which is scheduled to open in 2012 with grade 5 and grow through grade 12. The LPS Network Support Team (the central office) provides the human capital for the Founding Group of all new schools.

School leadership administration and governance: The founding group of all new schools LPS develops are led by the executive management team, the board of directors, and existing LEAD school directors. The CEO and board of directors of LEAD Public Schools are well known within the Nashville community. Jeremy Kane, Founder and CEO, is a respected education entrepreneur who has successfully led the launch of three high-performing charter school campuses and has earned the trust and credibility of the community. Prior to launching LEAD Public Schools, he founded and served as the first school director of LEAD Academy
public charter school, led the Tennessee Charter Schools Association, taught high school English and Government/Economics, and worked for several Democratic elected officials in Washington, DC, as a Speechwriter and Communications Aide.

In collaboration with the founder and CEO, Chris Reynolds, the President/COO of LPS, supports the development of the LEAD vision, the pursuit of its mission, and leads the organization’s operational, academic, and financial functions across all new and existing campuses. He is a former middle school teacher and TFA Corps Member, was a CPA early in his career, and is a successful charter school developer having previously served as the CFO and Director of Network Development for The Henry Ford Learning Institute, a four-school charter high school network serving low income urban populations in Chicago, Detroit, and San Antonio. His work there included two years as the Executive Director of Power House High, a charter school on the west side of Chicago developed in partnership with a respected local community based organization.

LPS’s School Directors comprise our school level leadership group and their collaboration and shared support of each other is one of LEAD’s greatest assets. All of them bring a strong background of high performance to LEAD and will be involved in training new staff at each school, identifying founding staff for each new school, ensuring strong curricular alignment and academic excellence, and leading the growing professional learning community of school directors at LEAD. La Voe Mulgrew, school director of LEAD Academy High School, is a highly regarded high school principal with nearly 30 years of experience, including leading the upper school at one of the South’s most respected independent schools. Mike Risen, School director of LEAD Academy Middle School has been with LEAD for five years and is an example of our leadership pipeline producing a school director with internally developed LEAD DNA. Edon Katz, school director of Cameron College Prep, is a skilled urban charter school leader who is now successfully leading his fourth charter school startup. Through his work at Cameron College Prep, Mr. Katz is refining our conversion model and will play a significant role in training and supporting the selected School Director. In the event our national search is does not produce the candidate we are seeking, Mr. Katz is capable of leading our next conversion school, and we have successors already being trained at both of our existing middle school campuses.

The Board of Directors is chaired by Doug Owen, a vice president in a local private equity firm, and is experienced in supporting the growth of entrepreneurial ventures. He is deeply committed to LEAD’s mission and has an unwavering belief in the ability of all children to succeed in college, life, and citizenship. Additional board members bring experience in finance, operations, education leadership, fundraising, non-profit management, and strategic planning. Finally, our local presence, track record, and credibility in Nashville and the education reform movement are invaluable to establishing and maintaining critical relationships with the school district and local communities. Since approval of its first charter, the LEAD Board of Directors has grown strategically and has played a critical role in strengthening LEAD Public Schools’ operational effectiveness and reputation within the Nashville community. The increased quality and involvement of the board has led to an incredibly successful fundraising effort over the past 3 years. Since 2006, LEAD has raised over $2.4 million to support its development.

**Curriculum, Instruction, and Assessment:** Each school’s instructional practices are overseen by their respective school directors, and are supported by a Chief Academic Officer who ensures
a consistent implementation of the LEAD Model and appropriate resources exist for staff at each school. Also, all LPS schools are staffed, beginning in year one, with a director of curriculum and instruction. LPS currently has a deep bench of directors of curriculum and instruction, which includes two former KIPP curriculum leaders, and a TFA alum who is now in her fourth year at LPS. Additional staff members, including grade level team leaders have already been identified to grow into this role for future LPS schools. LEAD also supports Special Education at each school through a central director of special education and associated clinical and other support.

**Financial, business, and school operations:** LEAD Public Schools, and its growing Network Support Team (the central office), has been designed to integrate a strong performance management system and effective educational practices to drive student achievement and support school growth. The LPS Network Support Team’s primary objective is to provide effective financial, business, and school operations support, including training fundraising, and a range of functional services to the campuses, and by extension all of LEAD’s students. The Network Support Team ensures effective implementation of the model not only by providing both instructional and non-instructional support services to each campus, but also by assessing campus performance against quality standards and ensuring each campus is effectively executing the core program elements of the LEAD Model.

LEAD Public Schools provides transportation, facilities management, foodservice oversight, and technology support to each school under the direction of Gary Satyshur, a skilled executive with over 25 years of operations and logistics experience at Dollar General, Pilot Oil, and 7-Eleven. Finance and accounting services will be provided via a services agreement with W Squared, Inc., one of Tennessee’s most respected back-office outsourcing firms. This cost effective arrangement has been designed to enable LEAD to increase services rapidly and consistently to support planned growth.

**Performance Management:** The Network Support Team is also lead the performance management process activities of the organization. Led by the COO/President, LEAD utilizes an annual plan process for each school and functional area, which includes a regular dashboard reporting process for both schools and functional areas of the central office. The board of directors further assesses the CEO and COO regularly and uses a structured board reporting process led by committee leaders at each meeting.

**Parent and Community Engagement:** LEAD’s office of External Relations provides the support for this work at all schools. For a conversion school like Cameron College Prep, LPS utilized a full-time staff member as a community outreach coordinator who is meeting with parents, community members, district staff, and corporate partners on a daily basis. This role is crucial to startup success and builds the necessary trust required in a successful conversion.

**Facilities Management:** LPS leases buildings from the district and the Catholic diocese and maintains and repairs them under the direction of Gary Satyshur, as noted above. All our leases require the landlord to maintain the building envelope and major infrastructure (roof, boilers, HVAC, for ex.).

**Background**

LEAD Public Schools
1. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

2. Describe the Founding Group’s ties to and knowledge of the local community(ies) targeted in this replication plan, to the extent not addressed in the Executive Summary. Summarize each person’s experience, qualifications and affiliations directly relevant to developing a quality charter school. Explain why he or she was chosen to participate in this founding group. Explain what role each individual will play.

Due to our success with Cameron, we believe that we have a proven educational model and the organizational strength to implement effective learning communities at multiple sites and to insure that the culture within each school is consistent and focused on high school graduation and college-readiness for all.

We also believe that this is a once-in-a-lifetime opportunity to dramatically change the trajectory of low-income students in Nashville. Never before has there been such a convergence of commitment, human capital, conducive policy, and funding support focused on improving the educational opportunities for Nashville’s low-income students. We believe our organization, being uniquely positioned to continue opening and operating high-performing public charter schools in Nashville, must commit to doing its part to increase the number of college ready low-income graduates. By doing so, we believe we can dramatically alter the future of Nashville and the state of Tennessee. This commitment has attracted many additional leaders, funders, board members, and staff to join our work and make their own commitment to doing “Whatever it Takes” to fulfill our mission and support the educational transformation underway in Nashville and across Tennessee.

LPS is the first CMO in Tennessee and whose knowledge of and ties to the community are extensive. We believe this uniquely positions us for success, particularly with respect to ASD and district conversions, which have the potential to produce community and political frustration, but when done carefully, as with Cameron, can produce lasting transformative change.

LPS is seeking a district facilities solution that allows us to provide students in a given neighborhood zone and their teachers and support staff the environment required to deliver a safe, effective, and high performing 5-12 college preparatory charter school. Below is a general list of necessary (and probably minimum) space requirements.

**Required Occupancy**
- July 1 (one month prior to launch of the school).

**Daily School Users**
- 850 – 1,000 students in grades 5 - 12
- Approx. 80 staff members (assume all will drive to work)
- Est. 85,000 sq. feet (roughly) plus a gym/cafeteria/common space
- Handicap accessibility

**Interior Layout**
- 54- 60 classrooms of approximately 900-1200 sq. ft. each, including an art production space, music room, and at least two fully outfitted science labs
- Offices for 8-12 administrative staff
- A safe, inviting reception area of at least 800 sq. ft.
- A teacher work room

LEAD Public Schools
• A large conference room and two small conference rooms
• Space for sick students and nurse supervision
• A secure records room
• Bathrooms for students
• Bathrooms for faculty
• Gym/Cafeteria/Common Space
• Seating for at least 250 at meal time
• An on site production kitchen with walk-in refrigeration and freezer space, dry storage, and adequate plumbing and electrical for equipment necessary to make and prepare meals for up to 1,000 individuals twice daily on site
• Access to the district WAN and a fully installed and configured wireless computing environment.

Exterior Space
• Outdoor space for student and faculty gatherings and for facilitating arrival and departure each day
• Outdoor space for athletics and recreation (at least two soccer/football fields, a playground, room for a community garden, and several outdoor basketball courts)
• Safe egress full size school buses to load and unload twice daily

School Leadership and Leadership Team
1. For any school proposed for 2012 opening, identify the Principal/Head of School candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates the leader’s capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also, provide, as Attachment 2, the qualifications, resume and professional bio for this individual. If no candidate is yet identified, explain your timeline, criteria, recruiting and selection process for hiring the school leader.

2. If the Principal/Head of School candidate has been identified, provide specific data that demonstrates strong evidence of the leader’s ability to effectively serve the proposed target population. If the candidate is not yet identified, summarize the Board’s academic and organizational performance record and provide specific data that demonstrates strong evidence of the Board’s ability to effectively serve the proposed target population.

3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of any school(s) to open in 2012? How will this person be compensated?

4. Describe the responsibilities and qualifications of each school’s leadership/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications, resumes and professional bios for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.
LPS values high-caliber people as a source of strength. To fuel continued success, we are focused on continuing to attract, retain, and develop bright, motivated and innovative individuals. Over the past several years, our organization invested significantly in developing high quality candidates, recruiting them to our team, developing their skills as teachers and leaders, and rewarding those who perform. Our leadership development efforts will be a strong foundation for staffing future phase-in conversion schools. In addition, the human capital initiative is a significant effort by LEAD to use its ability to innovate in human resources as a competitive advantage over traditional public school systems and other charter public schools. Developed partnerships with Teach for America, New Leaders for New Schools, high-performing charter schools and CMO’s around the country, and relationships with local and state universities will continue to provide a valuable human capital pipeline as LEAD Public Schools staff LEAD Prep Southeast with the most qualified, dedicated, and passionate applicants.

As the primary leader of the school, the School Director must be an extremely strong leader, capable of developing and supporting excellence in teaching, learning, and parental involvement, and possessing a deep, unwavering passion for this work. While LPS prefers to hire from within, we do not do so exclusively and anticipate our 2012-13 school to include a national search for a School Director. We will use our extensive relationships with a number of universities and other channels, including Teach for America, New Leaders for New Schools, and the CEO and President/COO’s relationships with various high-performing CMO’s around the country to attain the highest quality School Directors and staff. Additionally, LEAD is developing leaders within its own organization who may be considered for School Director positions. LEAD has a track-record of identifying, recruiting and hiring excellent school leaders for its schools, including most recently, Mike Risen, an internal hire and School Director of LEAD Academy Middle School, and Edon Katz, an external hire and School Director of Cameron College Prep.

We remain committed to both identifying internal candidates and also conducting national searches for school director positions. If necessary, we are prepared to utilize a current LEAD middle school director as the founding principal of our next conversion and have already identified potential successors for each of our existing campuses. Still, we anticipate executing a national search for leadership talent and our preferred timeline for identifying a school leader is January of 2012. This timeline supports our School Director training plan which includes a semester long residency in a currently operating LEAD school. Please see Attachment #1 for bios of our current middle school directors.

The hiring of School Directors will follow our standard School Director hiring process. All applicants will receive a screening of their resume and cover letter and selected candidates will then be asked to begin the process with an initial interview with the CEO and COO. Next steps include additional exploratory interviews with existing LPS principals. Selected candidates will be asked to come to a LEAD school for a full day of interactions expected to include:

- Part of the day shadowing a current LPS School Director
- Delivering a model professional development presentation or teaching sample in front of other teachers
- Producing an on-demand writing sample
- Observing an actual lesson (or, if necessary, a short video of a teacher’s lesson) and then debrief with the CEO or an existing school director the feedback and next steps for support they would recommend be provided to that teacher.
- Being interviewed by a panel of teachers, parents, and other staff
After this process, interview feedback will be compiled and references from past employers will be thoroughly checked. Finalist candidates will be selected and asked to return for another interview with the CEO and a panel interview that includes at least two board members and other key staff who may not have been able to participate up to this point in the process. Based on feedback from this process the CEO will select a candidate and make an employment offer. The preferred timeline for recruiting and hiring is March-December of the year preceding the opening of the school. This timeline allows the School Director to begin planning and preparing for their new role, recruiting and hiring founding teachers, and is early enough to ensure time to perform at least a one semester residency with a current LPS School Director.

Every LEAD school will have a leadership team that consists of a School Director, Dean of Instruction, Dean of Students, Grade Level Chairs, and support from appropriate functional teams at the NeST. This team will meet regularly to analyze enrollment, student progress and performance, determine effectiveness of the curriculum, improve instruction, and set future target goals and make necessary corrections to achieve targeted outcomes. We will recruit for the leadership positions from January through June and begin staff on-boarding and development in July.

All LEAD Public Schools will also benefit from support from the LPS Network Support Team, which includes leadership from a President/COO, and functional expertise led by a Chief Academic Officer, a Collaborative Learning Director (Exceptional Education) responsible for coordinating all IEP related services, a Development Director, a Director Operations, and additional support staff as the Home Office grows.

All LEAD schools’ administrative and support staff will possess experience and expertise appropriate for their position as outlined in their job description. Because it is crucial that each school is integrated holistically into the nearby Nashville neighborhood(s) and diverse communities, the Office Manager, Receptionist and/or Parent Coordinator will likely be hired from within the community. If the student or community population evidences English language difficulties, additional support staff for translation will be hired. The relationship between LEAD families, the community, and office staff is an integral component of the LEAD campus culture. Based on our philosophy of school based decision-making, every LEAD School Director will have discretion over his/her staffing model as long as it remains within budget and allows for an effective implementation of the LEAD Model. The School Director will be in charge of ongoing reviews of all school level staff and have enough flexibility to make modifications to salaries if necessary.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.
II. SCHOOL DESIGN
For this section, describe the design and plan for each school/campus for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

Education Program
Curriculum and Instructional Design
1. Provide a framework for the proposed instructional design. Explain the key curricular choices and how they reflect the needs of the school’s target population and will ensure all students meet or exceed the expectations of the Tennessee Curriculum Standards aligned with the Common Core State Standards. The Tennessee Curriculum Standards are available at: http://tennessee.gov/education/curriculum.shtml

The description of the instructional design should include, at a minimum,
• the basic learning environment (e.g., classroom-based, independent study)
• class size and structure,
• an overview of the curriculum,
• teaching methods, and
• research-based support.

2. Present evidence of the research base and performance record demonstrating that this education program will be rigorous, engaging and effective for the anticipated student population. (You may refer to your response to Section V, “Portfolio Review & Performance Record.”)

3. Specify instructional strategies that you will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

4. Identify any key educational features that would differ from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

Provide an overview of the proposed curriculum. As Attachment 4, provide a course scope and sequence by subject for each grade level proposed. In addition, identify course outcomes and demonstrate clear alignment with the Tennessee Curriculum Standards and Common Core State Standards.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.
Changing the expectations of a school more accustomed to failure than college preparation demands more than simply redesigning a class schedule and course guide. In selecting and designing our curriculum, we recognized the incredible amount of complexity involved in designing and implementing a dynamic and authentic college-preparatory curriculum that ensures success for all.

As such, we consulted experts across many fields, including psychologists, child
development experts, special education practitioners and researchers, curriculum design consultants, behavioral scientists, education consultants, current and former public, charter, and independent school superintendents, policy makers, and industry experts both here in Tennessee and nationally. The end product is a uniquely challenging curriculum that is specifically designed for our students and includes the most appropriate instructional methods and expectations to help all students succeed.

The LEAD curriculum is founded on the idea of performance—i.e. the ability to “effectively and wisely use what we know, in context and apply our knowledge and skills effectively in realistic tasks and settings” (Bloom, 1956). Based on the success of our first school, we define curriculum so as to include those courses, activities, and experiences that satisfy our matriculation standards, graduation requirements, responsible living goals and expectations, our mission statement, and affords our students opportunities to:

- Engage experts in the field.
- Participate in community service projects and learning expeditions.
- Intern in local businesses.
- Learn to live a healthy lifestyle.

Results to date have shown that our curriculum accomplishes the following:

1. Ensures consistency: students will change, instructor will change, the curriculum represents the one constant within the academic program;
2. Outlines what must be taught and when within the academic year; it provides a “road map” for the instructor
3. Outlines “the what;” instructors are expected to figure out “the how.” The job of the School Director and Instructional Team is to ensure “the how” is effective (accountability)
4. Introduces a tightly written sequence of instruction
5. Maintains a balance of skills AND content; the department as a team must ensure one is not being compromised at the sake of the other

Our standards-based, college-preparatory curriculum emphasizes regular formative and summative assessments as well as the frequent use of data to increase student achievement. It also incorporates pacing plans, which prepare staff and students for our internal benchmark assessments. Together, this program is designed to prepare all for successful high school graduation and, ultimately, for potential careers they find enjoyable, challenging, and stimulating.

All students, including English Language Learners and students with special needs, learn best when there is a rigorous, standards-based curriculum with higher-order thinking demands that challenge them to test their understanding of concepts through real life applications; when they know clearly the expectations and criteria they are trying to meet and can judge their own work; and when they participate actively in classroom talking about the concepts and standards. Students at a LEAD School will learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas will be based on grade-level and course expectations for rigorous standards. Students will apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning through project-based instruction, LEAD Public Schools will
transform the learning environment from a system of teacher-output and student-input to a self-directed learning environment in which teachers are facilitators and students are learners and doers. LEAD classrooms will engage students in developing clear understandings of criteria for high performance, how to judge and improve their own work – so that students know how good is good enough for proficient and advanced performance.

Instructional excellence will be a hallmark of all LEAD Public Schools. To ensure continued excellence, we will employ the best teachers and base instruction upon rigorous standards. In the past year, Tennessee has agreed to adopt the rigorous national American Diploma Project and college-readiness standards. When adopting the American Diploma Project standards, the State agreed that the new standards will:

1. Align standards and assessments with the knowledge and skills required beyond high school
2. Require all high school students to take challenging courses that actually prepare them for life after high school
3. Build college and work-ready measures into statewide accountability systems
4. Hold schools accountable for graduating students who are college and/or workforce ready, and hold postsecondary accountable for students’ success once enrolled.

Furthermore, the new curriculum and standards are based on research that says that 21st Graduates need:

- Stronger math and science skills, but especially have mastered basic math; in addition, post-secondary school or work requires that students be able to think critically toward a focused solution
- Stronger communication skills, including both verbal skills and writing skills
- To be able to work in teams to solve real world problems to be able to think, apply, and use what they know
- To have a strong work ethic; be at work regularly and be on time

Research clearly indicates a strong correlation between the intensity of a school’s curriculum and bachelor’s degree completion. As such, we have searched for a curriculum that would be rigorous enough to both satisfy state standards and also support not only high school but college completion. Since the American Diploma Project standards meet our rigorous standards, are aligned with our mission of graduating 100% of our students, and designed to meet 21st century job and college readiness standards, we have adopted them almost wholesale. For an outline of the LEAD curriculum map, please see Attachment 4: Curriculum Outline.

In developing the content-based curriculum, LEAD has made a conscious attempt to give our students more than abstract “critical thinking skills” in order to continue learning and adapting. The “critical thinking skills” included in most curricula use only vague terms of general skills, processes, and attitudes. This vagueness places unreasonable demands on instructors and often results in years of schooling marred by repetitions and gaps. Therefore, our content-rich curriculum stresses vertical (5th - 8th) and horizontal (within classrooms at each grade level) continuity so that student knowledge grows consistently and progressively from grade to grade. Each of the core subjects are stressed, with every student in 5th - 8th grade receiving at least 140 minutes of daily instruction in Reading/Language Arts and 70 minutes in Math.

Scope and Sequence: Because our educational program emphasizes regular formative
assessment and the use of data to increase student achievement, our pacing plans, which prepare for our internal benchmark assessments, guide and define the scope and sequence of the curriculum taught in our schools. In addition, LEAD Public Schools offers elective courses for credit to provide students a comprehensive learning experience. Our staff has agreed on a definite core of knowledge and skill that all children will attain in each grade and instructors confer and plan with their colleagues regularly about effective ways of stimulating children to learn and integrate specific knowledge and skill. The specificity of our goals enables us to monitor students, and give focused attention when necessary. To this end, we provide parents with a detailed outline of the specific knowledge and skill goals for each grade, and we stay in constant contact with them in order to provide update on their child’s progress. Attaining this specific and well-integrated knowledge and skill gives our students pleasure in learning, as well as self-respect, and it ensures they will enter the next grade level ready and eager to learn even more. We believe this philosophy will lead us towards the vision of sending all of our students to a 4-year college/university.

Please see Attachment 4 for a more detailed description of our middle and high school curricula and scope and sequence. Upon request, we are able to provide detailed scope and sequence materials for each grade we currently operate.

**Instructional Methods:** Additionally, the faculty will use the most effective teaching methods to ensure all students learn the material. To ensure the curriculum has been well taught, students will be assessed in the form of daily work, participation, final projects, unit tests, standardized tests, interim assessments, and the *Core Habits of Leaders*.

Thoughtful instruction and preparation guarantees lessons are paced well, all students engage in productive work throughout the class period, instructors have time to confer with students, classroom management is smooth, and instructors are aware of each student’s level of understanding and participation, which also allows instructors to differentiate instruction. It also ensures that “coverage” teaching never occurs wherein teachers simply work through the textbook, page by page, chapter by chapter, such that no guiding intellectual purpose or clear priorities frame the learning experience. The inputs of coverage teaching are easy to spot—a teacher standing in front of a captured audience talking from lecture notes or directly from the textbook, checking off topics and chapters, and moving on—as are the outputs—students failing to learn the required knowledge and thus unable to apply that knowledge in a real-world context.

The challenge, therefore, in developing our instructional goals and standards was to avoid simply adding innovative instructional methods and new venues. The instructional methods selected reinforce the tools and strategies students need to succeed at all levels.

At all LEAD schools, our instruction is based on results-oriented, authentic instruction where instructors utilize multiple forms of instruction—direct instruction, Socratic seminar, learning expeditions, technology-based learning and instruction, group learning, and student led workshops—to ensure that the textbook will be used as a resource not a syllabus. LEAD’s approach to instruction emphasizes high achievement through active learning, character growth, high expectations, and authentic learning. Approaching instruction and learning in this fashion has been proven to create a school culture in which the curriculum is active and motivates students to go deeper, work harder, and do more than they thought they could.

Because many of our students will enter school performing below grade level and will require individualized attention, all LEAD instructors will be trained in various educational methodologies such that they can respond to the unique and particular needs of each individual student. Each of the instructional methods reflect the goal and mission of the school, and include
Socratic Method, Authentic Instruction, Direct Instruction, Expeditionary Learning, and the frequent use of technology.

- **Socratic Method:** This engaging technique of instruction will form the structural backbone of the high school curriculum, employed to extend student thinking and force students to probe the content at a much deeper level than at ordinary high schools. The Socratic Method, combined with a constructivist approach to learning that emphasizes hypothesis testing, exploration, discovery and conclusion-making, will build on the existing knowledge base our students acquire at the lower and middle school.

- **Authentic Instruction:** This method, according to research helps students, construct meaning and produce knowledge, use disciplined inquiry to construct meaning, and aim their work toward production of discourse, products, and performances that have value or meaning beyond success in school.

- **Direct Instruction:** This rigorously developed, highly-scripted method of instruction is fast-paced and provides constant interaction between students and the teacher. It will be employed with students who are struggling with the basics of math and literacy/reading to bring them up to grade level.

- **Expeditionary Learning:** This proven and effective instructional approach to teaching and learning emphasizes high achievement through academically rigorous learning experiences that engage all learners. It also embeds outdoor adventure and service to help students learn teamwork, courage, craftsmanship, perseverance, and compassion. It consists of five core practices—learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures—all of which work in concert and support one another to promote high achievement through active learning, character growth, and teamwork. At Expeditionary Learning schools, literacy is central and reading and writing are integrated throughout the curriculum; character development and teamwork are not just emphasized, but embedded in our school structures, practices and rituals and integrated into the academic program. As students at LEAD, they can expect to spend time engaged in learning expeditions: in-depth studies of rich topics or themes such as water quality, the civil rights movement, or the industrial revolution. These learning expeditions will capture students’ interest through real-world projects, adventure and service. Instructors will collaborate to design learning expeditions that align with MNPS and Tennessee standards and to assess their own work and student work. Instructors at LEAD Public Schools will also participate in Expeditionary Learning’s robust professional development offerings to develop a stronger foundation of active instruction and learning, expanding student and faculty engagement, and creating and sustaining a demanding and supportive school culture.

- **Technology:** The frequent use and application of a variety of technological applications will support instructional methods deemed best to prepare our students for success in college. The school will not initially have the means to build an extensive on-campus library; therefore, the Internet will be a valuable resource for research. All students will learn HTML and be introduced to Google Apps so that they have the skills to publish academic work on a local server on the World Wide Web. Students will be required to use word processing, database, spreadsheet, and presentation applications as tools in their oral and written work. Both graphing calculators and software packages for data collection will be incorporated into mathematics and science instruction.
At LEAD schools, instructors are highly trained, energetic, knowledgeable in their content area, and creative in their use of instructional methods. Based on the instructional methods, a variety of tools and strategies will be introduced to help students learn. There will be integration of such tools between teachers and through all the instructional methods. On a daily basis, instructors will use one of more practices from the following categories, which describe instruction at all grade levels:

- **Protocols:**
  - Protocols, such as Socratic seminars, learning logs, and jigsaws will be employed to ensure that all students think critically and participate fully.
  - Protocols will be used to look at student work.
  - Protocols will facilitate classroom meetings and crews, and model and encourage behavior that allows for productive individual and group work.

- **Workshops**
  - The workshop format will be used to model or demonstrate a concept, skill, or strategy, to require students to practice and apply what was modeled, and to discuss and debrief what has been learned.

- **Mini-Lessons:**
  - Sometimes instructors will introduce and explicitly teach concepts, skills, and strategies in a mini-lesson format in response to student work, misconceptions, or follow-ups.
  - Mini-lessons may be taught to the whole class or small groups depending on student needs and learning expedition protocols.

- **Modeling:**
  - Instructors at LEAD use practices, such as demonstrations, role-plays, and fishbowls to set criteria and model expectations for high quality group process, writing, reading, and problem-solving.
  - They will also utilize practices, such as “think-alouds” to model comprehension strategies and skills.

- **Representative Thinking:**
  - Anchor charts and other forms of documentation are used to synthesize and make public student understanding.
  - Students represent their thinking using formats such as graphic organizers, recording forms, journals, quick-writes, and summaries of their learning.

- **Questioning and Following Student Thinking:**
  - Instructors ask open-ended questions and pursue student thinking by asking follow-up questions.
  - Instructors regularly confer with students individually and in small groups to monitor each student’s level of understanding, to identify class-wide issues, and to differentiate instruction.

- **Using Exemplars and Models:**
  - Instructors use exemplars and models to help students understand quality, format, and group work.
  - Instructors use a range of exemplars and models to generate criteria and to construct rubrics.

- **Multiple drafts, Revision, and Critique:**
  - Students produce multiple drafts for all products and assess each draft against
generated criteria and rubrics to improve successive drafts.
- Instructors develop focused questions to guide revision.
- Students use critique protocols to receive and provide feedback and to revise their work.

**Reflecting and Debriefing:**
- Instructors and students reflect on and debrief lessons and experiences to improve retention of information, generalization, and transfer of learning.
- Instructors help students use reflection and debriefing to set goals for future learning.

What makes these instructional practices so powerful is that they can and will be applied across all subject areas and are consistent through each instructional method.

**Pupil Performance Standards**

State your proposed pupil performance standards, consistent with the Tennessee Curriculum Standards and Common Core State Standards. In particular:

1. Provide, in Attachment 5, a complete set of your proposed learning standards for one grade for each division of the school (elementary, middle or high school), addressing the skills and knowledge each student will be expected to attain by the end of that grade. If a school will serve only one division, the exit standards provided in response to question 4 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

2. If you plan to adopt or develop additional academic standards beyond state standards, explain what kinds of standards (content areas, grade levels) you intend to adopt or develop, and describe the adoption or development process that has taken place or will take place.

3. Explain your proposed school policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

4. Provide, in Attachment 5, your proposed exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

By implementing the LEAD school model at all of schools, all staff will be data-driven, results-oriented and accountable for student progress in the classroom. The culture at the school will be one of constant reflection and improvement. As required under No Child Left Behind (“NCLB”), LEAD staff will ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. All LEAD schools will implement all provisions of NCLB that are applicable to charter schools, including the use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its annual goals, publicly reporting the school’s academic progress and reaching and teaching students with a diversity of learning styles. LEAD Public Schools may also implement extended learning for students falling behind who need extra help and will participate in all assessments required by the State of Tennessee.
The LEAD Public Schools curriculum and instructional methods begin with the MNPS District and Tennessee state standards. Therefore, our curriculum aligns directly with the District and State. In the last year, the State has moved to align its standards with the national Diploma Project standards to ensure that all students are prepared to graduate from high school and enter college or the workforce. Prior to this, the State used curriculum standards which were vague, contained many gaps and employed non-measurable verbiage. We feel that the new state standards are sufficiently rigorous to adopt them almost wholesale.

The goal of LEAD’s standards, curriculum, and assessments is to ensure student success. Accordingly, it is critical that the school’s standards, curriculum, and assessments are aligned with those of the district and the state. The school uses the information from all assessments to refine curriculum and classroom practices and to ensure that the school can respond to the needs of individual learners. Where these assessments reveal that students are not performing at appropriate levels, modifications to curriculum and individual student programs will be made. LEAD’s goal is to have students meet or exceed the state’s learning standards for their grade, as reported in achievement measures consistent with standardized assessments and other assessment tools. Each year, all LEAD Public Schools will use data from standardized tests to provide accountability, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of its academic program.

To ensure that they meet their academic and character development goals, instructors at LEAD Public Schools will create meticulous lesson and school-wide plans. The development of these plans begins during the interview process when instructors first review the school’s curriculum standards. Prior to staff professional development, all core instructors suggest revisions to the curriculum standards and build a curriculum framework that serves as a blueprint for the entire year’s instruction. The school’s training and development program ensures formative evaluation during the year as well.

**High School Graduation Requirements and Postsecondary Readiness (High Schools Only)**

High schools approved by the Achievement School District will be expected to meet the Tennessee Graduation Requirements, explained at: [http://www.tn.gov/education/gradreq.shtml](http://www.tn.gov/education/gradreq.shtml)

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Tennessee, explain any additional requirements.

2. Describe your college/postsecondary readiness program, its standards (to the extent not addressed above), supports, and how this program will be funded and staffed.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

LEAD follows the MNPS graduation requirements with the addition of two credits required for graduation. All students are required to take a seminar course each year (freshman, sophomore, etc) that provides a college preparatory curriculum heavily focused on socio-emotional development and study skills. All transcripts are produced through MNPS’s Chancery program.
and include all of the same information. Grades are calculated through Gradespeed and Chancery. We continue to use district schedule, grading, and programming software to allow a seamless transition for students coming in and out of LEAD.

Currently all college preparatory efforts are supported in the general curriculum for the seminar courses mentioned above.

Maintaining limited enrollment allows staff to know children well and track their academic progress closely. Progress reports are sent biweekly and parents are called in for conferences when students are failing. When students are identified as potentially being at risk, a team of teachers, counselors, and administrators (as necessary) develop an action plan and monitor the student progress closely. For more detail of the course guide and graduation requirements, please see Attachment 4 to this application.

School Calendar and Schedule
1. Provide, in Attachment 6, the proposed calendar for the first year of operation. Explain the daily schedule of classes; academic and non-academic programs; and total number of days/hours of instruction. Detail the number of instructional hours/minutes in the 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 how the calendar will support the success of the educational program.

2. Describe the structure of the school day and week. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade, the length of the school day, and provide, in Attachment 6, a sample daily and weekly schedule. What is the average number of minutes of academic instruction to be provided each day? Explain how the school’s daily and weekly schedule aligns with the plan for curriculum and instruction.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.
All LEAD Public Schools typically follow the traditional MNPS calendar, but add additional days in the summer and on Saturdays for a total of 10-20 additional school days per year. These days will consist of between 6-8 Saturday sessions and at least a two-week Summer Session. The school will not hold Saturday Sessions during the summer session or during holiday weekends. The Summer Session will be considered the beginning of the school year and typically commences on our about August 1 each year. Please see Attachment 6 for the 2010-11 LEAD year calendar and our current middle and high school schedules.

All LEAD Public Schools will use flexible scheduling models to increase interdisciplinary work and meet specific learning needs. We do, however, plan to tailor the schedule as much as possible to the calendar in MNPS without compromising our academic program. We want to be respectful of those families who have children at both an MNPS school and at a LEAD school.

The academic day at all LEAD schools is anticipated to begin at 7:30 a.m. and conclude at 4:30 p.m. on Monday, Tuesday, and Thursday. Each Wednesday, students will be dismissed at 2:30 p.m. On Fridays, students will be dismissed at 3:40 pm to allow for a school-wide or grade-level Family Gathering. The length of the day for the high school is not set as it will be several years before a 9th grade is enrolled but is anticipated to begin at 7:45 a.m. and last until at least 3:40 p.m. A sample middle school student and teacher schedule is included in Attachment 6.
**Summer Sessions:** The Summer Session is crucial to the overall academic success of our students. We firmly believe that the additional time our students will spend on task (>50% more than traditional public school students) provides them the time necessary to fill in the gaps they possess when they enter our program. This extra time spent in class during July and August ensures our students continue striving for college. During our summer session, students will continue their immersion in the LEAD culture of hard work and positive decision-making that is maintained throughout the regular academic year.

**School Culture**
1. Describe your school culture and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

4. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

5. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

A unique aspect of our approach is the spirit of teamwork and community that exists on our campus. LEAD was founded on this spirit and our ability to build and maintain strong relationships with all stakeholders in the school has been an important ingredient in our overall success. Students and staff at LEAD treat and rely on one another as family and value each other as individuals. In surveys at LEAD, students respond that they feel safe at the school and feel that it’s “cool” to do good work and to work hard in school.

Relationships are critical to our success. Therefore, staff are expected to make themselves available to fellow staff members, students, and their families to work in the best interest of our students and school. While many other schools are marked by instructors closing the door during the day and isolating themselves from their colleagues, staff members at LEAD work in a collaborative manner to reach our ambitious goals of college matriculation for every one of our students.

The entire LEAD community—students, staff, families, and community partners—lives by the LEAD Ethos. We believe that success not only at LEAD but in life is a byproduct of adherence to this Ethos. For our students, the Ethos is an expectation that structures their experience at school; it forms the foundations of their character education, their personal relationships, and their growth as citizens. Our Ethos establishes the foundation of our student support system, from our discipline system, to our Crew/ advisory program, to the school’s rituals, to our extra-curricular activities, to the myriad of daily interactions between teachers and students. From survey results, a vast majority of our students feel that this climate will prepare
them for college; we believe that is a strong indicator of student buy-in to our culture of academic and character excellence.

The reality is that most of our students have never participated in a serious learning environment or developed productive academic and behavior habits. We anticipate this to be true at Cameron based on our initial review of the data and the attendant problems associated with a low-performing culture. Thus, creating a positive, safe, achievement-oriented school culture is critical. This focus on culture begins by sweating the small stuff—from placing a very heavy emphasis on appropriate behavior in the classroom as well as the hallways, cafeteria and buses. Our school culture strategy relies on institutional systems that support students to take ownership for the school and responsibility for their classmates. Key elements include:

- **Student Support Team:** A multi-disciplinary team that consists of all stakeholders who work to support student advancement. Attendees at weekly meetings include the Dean of Students, any counselors or social workers working at the school, the Director of school-based social service programs, the Parent Engagement Specialist, representatives from relevant community groups, and other relevant members of the school community as appropriate. The team is proactive; building positive relationships with students, anticipating problems before they occur, mediating issues, and celebrating student achievements.

- **LEAD Contracts:** Each student and family joins the school community based on contracts they sign mutually with the school. By signing the form, each party agrees to contribute to the success of one another and to abide by the expectations, rules, and procedures outlined in the handbooks. Contracts include: Commitment to LEADership; Code of Conduct; and, Non-Violence Contract.

- **Merit/ Demerit System:** We use a token economy system called “Lucre”; students, through exceptional choices, are rewarded with points that they can use at the school store. Students lose Lucre by making poor choices, such as failing to adhere to teacher expectations or being disrespectful to a peer. We believe that mutual respect and adherence to established procedure form part of the bedrock of a successful school. At LEAD, we use a demerit system called “Marks”; students receive these for disrespect to adults or peers (both deduct the same amount) or for failure to comply with a teacher’s request. In middle school, these marks are served in a detention period during the academic day. Importantly, students DO NOT miss class time to serve these as we believe that students engaging in disruptive behavior often need more, not less, instructional time.

- **LEAD Shirt:** Wearing the LEAD uniform is an aspect of our community that we celebrate. Staff place a high expectation on students to always be in uniform: the right shirt, pants/skirt, shoes, belt, worn in the expected manner. When students do not meet expectations for a minor infraction, they are asked to wear their uniform shirt inside out as a sign that they have failed to meet expectations; it is a public sign that they regret their choice and want to make amends to the community. Rather than it being a tool to shame students, it is a technique that builds the importance and value of wearing the “L” logo on their chest.

- **RISE (Restoring Individual Student Excellence):** When students receive 5 or more marks in a two week period, they are placed on RISE, a program where students are directly retaught the expectations of the school community. RISE students lose certain privileges; they do not speak to other students (and other students are not allowed to speak to them); they wear a plain white t-shirt instead of a LEAD uniform shirt; they sit aside at lunch, working on homework or studying instead of socializing. To earn their way off of RISE, students must receive positive scores from their teachers, indicating that they have
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successfully relearned the expectations of the community. The last step to their time on RISE is to write and read a letter to their class reflecting on why they earned their way on RISE, what/who helped them to get off, and what specific steps they will take to avoid being on it in the future.

• **Parent Involvement:** Parents are welcomed and encouraged to visit the school and sit in on classes any time. Parents are active participants in invited to attend classes without prior notice, eat lunch with their children, and attend any and all LEAD events. During our Saturday School sessions, we hold Parent Talk sessions conducted by social workers, not representatives of the school. We provide parents with a hot breakfast and the opportunity to work with community members who aren’t directly “from the school”.

• **Responsible Living:** As part of our character education, Responsible Living is a class where we explicitly teach healthy living in a broad sense; nutrition, physical health and activity healthy relationships, responding to negativity, self-respect, and personal safety. All students will participate in this class.

• **Crew:** Another part of our character education program is our small group advisory program, Crew; we operate under the adage that “We are all Crew not passengers,” underlining the point that, positively or negatively, we all produce our community together. Crews are the place where we make sure that each student is well known by at least one teacher; they meet every day and are at a ratio of no more than 15:1. Each month has a theme that guides Crew, and sessions involve activities about character education, building reflective practices, building teamwork and trusting relationships, literacy, college education, and writing. From survey results, a strong majority of our students respond that they feel that they are connected to at least one adult in the community.

• **Service-Learning:** A large part of our program is service to others. We have seen our students respond positively to genuine, meaningful opportunities to help others. Past service programs have been working with Bordeaux long term care residents and working with the North Nashville community garden. Commitment to others is an important part of helping students to understand their role in giving back to and supporting their community.

LEAD takes a comprehensive view of student development. Our program prepares each of our students to graduate from a four-year college, while at the same time instilling in them the values of community service and self-reliance needed to be productive, selfless adults. For us, this growth starts in 5th grade and builds each year, to graduation and beyond.

To create a culture of academic achievement, we hold consistently high expectations for the character and academic achievement of our students. They are expected to turn in homework, study for tests, set academic goals for tests and assessments, and push themselves beyond their limits in the classroom. Teachers facilitate this goal-setting through tracking student progress on particular lessons, standards, interim assessments, and tests. Depending on the material, teachers will publicly post progress to foster students’ focus on achieving those goals and to create student ownership over their own work. Teachers will coordinate competitions among classes or grade levels focused on who can achieve the most academic success. Student success is rewarded, challenges are addressed on point and remediated. Staff use data to drive instructional practices, to celebrate student success, and identify students who need additional support (and what kind of support they need).

Students, at least once per year, conduct Student Led Portfolio Conferences where they meet with a parent or other adult to discuss a portfolio of their work; they write reflections on what
they’ve done, show work from the year as examples of their academic success, and talk about how they’ve addressed their academic challenges.

The majority of our students come from school cultures that are not focused on college preparation; “college” is often an unclear concept for them. To make college more real for students, students attend field trips to local universities, admissions staff come to the school to speak, student prepare presentations and posters about universities, and each grade level takes a trip at the end of the year to tour several university campuses.

We also create motivation to succeed by providing students opportunities to show their work to meaningful authentic audiences; when the drama class performs, students both produce the production for an audience and discuss with the audience the content of what they’ve learned and the artistic process they’ve gone through to create their product. From student surveys, students at LEAD report that the school culture is one where it’s “cool” to show your work and produce strong products.

**Typical Student Day:** A typical day for a LEAD student starts between 5:30 and 6:00 when they would awake and eat their breakfast, shower, and prepare for the day. The bus would arrive at their assigned bus stop at the exact time as the day before and the student would check his/her shirt before filing onto the bus and taking his assigned seat. Reviewing his homework for the day or visiting with friends, he would wait for the bus to arrive at school at 7:15 and file quietly off the bus and walk into the cafeteria to eat breakfast. While eating, he would talk with his teachers who are present at breakfast, gathering homework for the day, checking on student progress, and answering any questions he and his peers might have. After a quiet dismissal at 7:30, he and his Crew might stay behind with a teacher to clean the cafeteria before the other school comes in an hour later for breakfast. Crew would begin promptly afterward, with the entire Crew assembling their chairs into a circle to symbolize that all are Crew, not passengers. At Crew students actively engage in leadership and team building activities. On this day, students might share their reflections on the previous day, sharing a “rose” (a positive experience) and a “thorn” (a negative experience) and how they are working to learn from both. The atmosphere is positive and supportive and students react collaboratively to the student and staff support. From Crew, students put theory into practice during their Physical Education time from 8:00-8:50, whether practicing their skills in a particular sport or tending the school garden or cleaning up the campus as part of their community service program. Following PE, our student immediately transition into their 140 min CAFE Reading/Writing class. In CAFE students work on Comprehension, Accuracy, Fluency and Extended vocabulary through small groups and whole group instruction. After completing their reading in CAFÉ, students go to lunch from 11:00 am until 11:30. Once lunch is over students again clear the food from the tables and wipe them down for the other school and move purposely to math for 70 min, followed by History for another 70 min. At 2:00 pm the entire school stops their lessons and opens a book for a 30 min reading time. Following that time, students go outside for some unstructured activity time on the playground. After, students enter their science classes, where they go from center to center working and exploring the natural world. At 4:15 students meet in their Crew groups for an Intensive Time. In Intensive Time students work on organizational skills, unfinished work from earlier in the day, and exploring other interests. Since today is a Monday, Tuesday, Thursday schedule, students gather their belongings in their homeroom and file down to the gym all for dismissal at 4:50. For our young leader, his bus will stop in front of his apartment at the exact same time as the day before and he will file off the bus and unlock his door and begin completing his 1-2 hours of homework.
If he has questions on his homework, he will pick up the family cell phone and call one of his teachers for homework help before helping his mother with dinner and preparing his brothers and sisters for bed.

**Typical Teacher Day:**

At LEAD Academy, the day for teachers starts around 6:30am. In the mornings before school, teachers are making copies, entering grades, organizing lessons, and prepping for the day ahead. When the students arrive at 7:15am, they are in and out of homeroom, heading to the cafeteria for breakfast, and getting help with homework. It is a great time to chat with the students, get to know them better, and form relationships that help breed success in the classroom. At 7:45am teachers start their day with CREW. Each teacher leads a gender-specific group of 12-15 students in curriculum designed to foster community, develop life skills, and promote academic success. Teachers find that this becomes one of their favorite parts of the day developing relationships with students and assisting them in their journey through high school.

Scheduling is made with both teacher effectiveness and student achievement in mind. Using an A/B block schedule, each teacher advises CREW, teaches three class periods, and monitors or teaches during study hall each day. The students have a 50-minute study hall where some students participate in extra electives like art and debate while others attend remediation classes for math or reading. Each teacher has two class periods off. One of those periods is spent in grade level team meetings. The core 9th grade teachers all have planning together to discuss behavior and academic concerns, plan field studies, and have parent meetings. The second planning period is scheduled to ensure that subject-area teachers can meet together, grade together, or collaborate on lessons. These well-planned periods ensure that teachers and teams have the opportunity to become more effective in their classrooms.

All teachers assist in lunch and R&R duties each week: three days on and two days off. R&R is twenty minutes after lunch for students to socialize and play sports. R&R is held outside on the playing fields when the weather is nice and provides students with downtime during the school day.

After school, time is spent informally collaborating with fellow teachers or attending school-wide professional development on Wednesdays. Professional development is tailored to reflect the issues or concerns that are happening in the school. Teachers use protocols to develop ideas and solutions and give feedback to each other. One day a week each teacher holds tutoring for students after school. Most teachers leave school around 5:00pm each day, but the day is not officially over. Students and parents have each teacher’s cell phone number and e-mail to use for questions with homework and updates on grades. Students and parents are encouraged to not call teachers past 8:00pm each night.

**Supplemental Programming**

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

2. Describe the extra- or co-curricular activities or programming you will offer, how often they will occur, and how they will be funded.
3. Describe your programs or strategies to address student mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student development plans.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**SUMMER SCHOOL:** LPS provides an annual summer school program for students who wish to receive additional reinforcement of concepts and for students who are credit deficient. Estimated participation, based on prior year experience, is approximately 10-20% of students and as we expand we expect our summer programs to expand accordingly. During the most recent year our summer school credit recovery programs were targeted at reading and math courses only. Additional courses will be added in the future.

**LEAD SERVICE-LEARNING PROGRAM:** At LEAD we take our responsibility to create productive, responsible citizens seriously. Research has consistently shown that when students learn to give back to their communities the benefits extend far beyond the students. By serving our community regularly, LEAD students will gain the confidence in their abilities needed to see themselves as active citizens able to shape their history, community, and personal life; neighborhoods and communities will benefit from having active community partners and will engage them in the daily life of LEAD Public Schools and the school and instruction will benefit greatly from the promotion of what researchers call, “action-based engagement with conditions of personal need and social inequality.”

The Service-Learning Program, internships, and our community service requirements are integral parts of the 8th Grade Capstone Community Action Project and graduation requirements. Service-learning will be generated through the curriculum to ensure classroom and world experiences are connected. Additionally, the students will gain valuable experiences practicing the skills they acquired in the classroom, art room, and science lab. This linkage enhances our curricular concepts and **Core Habits** development and linking the academic program with real-life situations, challenging our students to apply their skills to their worlds. All instructors receive quality training to ensure alignment with Tennessee standards for service-learning.

The unique LEAD Service-Learning Program integrates our rigorous college-preparatory curriculum with our instructional approach, observed national best practices, and meets our rigorous community needs assessment (conducted in partnership with community service organizations, neighborhood associations, and accredited social service representatives). It also allows our students to learn and develop by actively participating in thoughtfully organized experiences that meet actual community needs, are integrated into our rigorous college preparatory curriculum, provide structured time for reflection, and extend student learning past the classroom walls.

Students may become participants in housing reform by volunteering at Habitat for Humanity, health care by working at a nursing home or hospice center, environmental change by managing a wetland, neighborhood revitalization by participating in community redevelopment projects, and citizen engagement by organizing neighborhood involvement.

The ultimate goal behind our service-learning expectations is to build the basic link in our students between self and society and the necessary role each of us plays in building and maintaining a healthy society. The key elements of LEAD’s Service Learning Program conform to the Tennessee state service-learning standards including:
LEAD Responsible Living Program: A student’s time at LEAD represents the journey of leadership. All leaders are men and women of the highest moral character and character is never given or bestowed, but earned. And all leaders learn first then, achieve mastery and, finally, model their knowledge so that others learn from their example. As Aristotle realized so long ago, “We become what we habitually do.”

Whatever words we use to describe it, good students—like good leaders—lead by example and by virtue that example, lead others. They rely not only on what they know but on what they are. Particularly in at-risk youth, success requires great strength. It requires determination, persistence, humility, and the subordination of self, sensitivity, and sensibility. It requires integrity and honor. Perhaps more than any other single quality, it requires self-discipline. Frequently, it also requires courage.

LEAD’s Responsible Living Program has been designed to help each of our students lead because that is who they are. To help all of our students develop the positive habits that make up what we generally refer to as character, we have consciously carved out time during our daily schedule that focuses on responsible living. In this class, students learn about developing and maintaining a healthy lifestyle through a variety of learning experiences and opportunities. Classes are designed to provide the knowledge and skills students need to consistently make healthy decisions. Program team members will include local doctors, nurses and medical practitioners, local and state government agencies and programs, area non-profit service providers and program staff, academic, athletic and intramural coaches, recreation and after-school staff, LEAD instructors, community members, role models, nutritionists, organic farmers, and outside experts, among others. Classes range from discussions on alcohol, drug and tobacco use, to sexual behavior, and to course work on emotional development, nutrition, and psychology. The program will include organization and planning skills, especially during the middle school years, since these skills form the foundation of healthy lifestyles. The program includes a physical fitness component.

College-Counseling Program: Reaching the goal of 100% high school graduation and college acceptance requires every member of the LEAD community to take a “Whatever it Takes” attitude. The end—college graduation—will drive our decisions. As such, we have adopted the academic, career development, and personal/social development standards that were developed by a team of thirty-three Tennessee school counselors, teachers, administrators, parents, community members and state department personnel.

The college-counseling department will be responsible for focusing the entire school on the successful graduation and college acceptance of all of our students. This will include supporting the school’s overall efforts to plan, implement, and evaluate the comprehensive college matriculation and alumni support programs that will fulfill the LEAD mission across appropriate grade levels. The college counseling department will be significant, as they will play a pivotal role at the critical stage of assisting and guiding our students and their families through the entire
Responsibilities of the department staff will include, but are not limited to:

- Researching, establishing and maintaining long-term relationships within the college admissions arena, including, but not limited to, college admissions counselors, directors and university outreach centers.
- Working with appropriate grade level chairs and summer opportunities coordinators to ensure that every student in every grade level is participating in available college-related activities when possible, including, but not limited to, summer programs and Talent Identification Programs.
- Helping coordinate registration, supervision and other related issues regarding standardized tests administered to all LEAD students, including, but not limited to, SAT I, ACT, SAT II, AP tests, TCAP, Gateway, ACT Explore and PSAT/SAT Prep course.
- Helping coordinate and host high school visits and college fairs at LEAD schools by college admissions representatives.
- Directly advising and counseling 100 seniors per year and assisting with all aspects of implementing a comprehensive college-counseling program.
- Working closely with appropriate grade level chairs to coordinate and facilitate the Student/Faculty Advising Program among 9th-11th grade levels.
- Teaching at least two classes during the school year, including one Senior Seminar section (College 101), as well as a junior seminar class.
- Implement the Curriculum and Scope and Sequence of the Senior Seminar course mimics College Admissions Process.
  - **First Quarter** - Narrowing and Refining Your College Search
  - **Second Quarter** - Implementation of College Admissions Process (applications, essays, resume, etc.)
  - **Third Quarter** - Follow-up on Applications/How to Pay for College (scholarships, financial aid, forms, etc.)
  - **Fourth Quarter** - Letting Go Process/Transition to College (Letting Go Sessions, Transition Sessions, Exit Interviews)
- Discussions held on issues relevant to students through selected books (e.g. race/ethnicity, socio-economic, first-generation, etc.).
- Serve as primary point person for College Counseling staff for the following areas and others as they arise: Financial Aid and Scholarships, Testing and Preparation and College Visitations Program.
- Work closely with the College Counseling staff and Registrar to ensure that all high school students are in compliance with state regulations regarding high school credits and that they are reported in an efficient and easy manner to external evaluators.
- Assist with other administrative duties when necessary, including lunch duty, bus duty, staffing of front office and administrative duty, coverage of homeroom/study hall duties, grade level and departmental responsibilities.
- For parents, hold a Summer Orientation Meeting in early August of each high school year to prepare the families for the upcoming responsibilities and expectations. Additional informational Parent Meetings are held throughout year (August, December, January, March, April and summer) on specific topics most relevant to their son/daughter and their college application process.
- Serve as an active and committed member of school-based teams.
- Adhere to the national regulations and responsibilities associated with the college-counseling role as outlined by the National Association for College Admission Counseling (NACAC) and the Southern Association for College Admission Counseling (SACAC).

In addition to an emphasis on advanced placement course work, college counseling to students and parents will be critical to the success of the high school. All instructors will be trained in counseling students and parents in the following areas:

- College selection
- SAT/ACT preparation
- College applications
- Scholarship applications
- GPA, class rank, and transcripts
- Financial aid.

### Special Populations and At-Risk Students

Charter schools are responsible meeting the needs of all students enrolled at the school including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Describe your overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

2. Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

   a. How the school will identify students with special education needs.
   b. The specific, research-based 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 students with special education needs.
   c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student’s goals set forth in the Individualized Education Program (IEP).
   d. If applicable, the school’s plan for promoting graduation for students with special education needs.
   e. How the school will provide qualified staffing for students with special education needs.
   f. Provide examples of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of
3. Explain how you will meet the needs of English Language Learner (ELL) students, including:

   a. How the school will identify ELL students.
   b. The 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.
   c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.
   d. How the school will provide qualified staffing for ELL students.

4. Explain how you 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 you will provide for these students.

5. Explain how you will identify and meet the needs of intellectually gifted students, including:

   a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
   b. How the school will provide qualified staffing for intellectually gifted students.
   c. How the school will assess and monitor the progress and success of intellectually gifted students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

All students at LEAD Public Schools will be well known and supported by staff, instructors, and community members. Caring and dedicated adults will follow each student’s academic progress and character development over time. School structures, such as Crew, study halls, service learning, electives and extra-curricular offerings, and after-school access to instructors and staff, ensure students’ needs are met and individual strengths are discovered and nurtured. LEAD Public Schools will provide all students with access to the general academic curriculum as well as all other educational programs and services provided for other students. Non-academic services and extracurricular activities will be provided in a manner that affords children with disabilities an equal opportunity for participation.

All students with disabilities will be educated in the mainstream classroom environment unless the IEP requires otherwise. A student whose IEP stipulates that s/he be educated outside the mainstream classroom environment will be educated in the Least Restrictive Environment and given all the support and resources necessary to succeed. Students with special needs will be given every chance to excel and are mainstreamed into the educational program. A Collaborative instructor monitors each student’s individual needs. All faculty and staff will be aware of any necessary modifications and subscribe to the philosophy of doing “Whatever it Takes” to ensure that all students achieve success.

A Collaborative Special Education teacher monitors each special education student’s individual needs. Students with special needs will be given all the support necessary to ensure their success. All faculty and staff will be aware of the instructional modifications to ensure all students achieve academic success. Yet, if additional services are written into the IEP, services
will be provided in the most appropriate environment to be in accordance with Free and Appropriate Public Education (FAPE). The Collaborative Instructor(s) will work collaboratively with the general education instructors to teach classroom lessons with appropriate delivery so special education student are successful.

All LEAD Public Schools employ highly-qualified Collaborative Special Education instructors who will be responsible for individual case management of all special education students and for arranging the provision of services required by their IEP. Before school opens and during the first semester, the Collaborative instructor will collect all student records from MNPS. A file demonstrating the school’s compliance with providing special education will be maintained at all times. It is our intention to offer all students an inclusion program, in addition to more time on task. Students with special needs may also receive one-on-one tutoring or other related services needed to ensure that they find success.

**Transition Services:** Beginning not later than the first IEP in effect when the student is 16, and updated annually thereafter, a student’s IEP will contain a transition services plan, which will be initiated by the school’s Collaborative Instructor through the regular IEP process.

**Evaluation Process for Students with Learning Disabilities:** Individual LEAD schools will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Each LEAD school has the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services and implement policies and procedures and state and federal requirements to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. All LEAD schools follow child-find procedures and state and federal law to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. To be identified as a student with a learning disability, a group of qualified individuals must find that:

1. The child does not achieve adequately for the child’s age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child’s age or state-approved grade-level standards in one or more of the following:
   a. Oral Expression
   b. Listening comprehension
   c. Written expression,
   d. Basic reading skills,
   e. Reading fluency skills,
   f. Reading comprehension,
   g. Mathematics calculation,
   h. Mathematics problem solving;

2. The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above when using a process based on the child’s response to scientific, research-based intervention; or the child exhibits a pattern
of strengths and weaknesses in performance, achievement, or both, relative to age, stateapproved, grade-level standards or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments; and

3. The group determines that its findings are not primarily the result of:
   a. A visual, hearing, or motor disability;
   b. Mental retardation;
   c. Emotional disturbance;
   d. Cultural factors;
   e. Environmental or economic disadvantage; or
   f. Limited English proficiency.

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation:

   a. Data that demonstrate that prior to, or as a part of the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

   b. Documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents. (34 C.F.R. § 300.309)

Only after the above interventions have taken place, and the team has considered the “rule-out factors”, can the child be determined to have a specific learning disability. Each ELL/LEP student with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. All LEAD schools will implement policies to assure proper placement, evaluation, and communication regarding ELL/LEP students as well as the rights of students and parents.

Section 504: All LEAD Public Schools comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act (“IDEIA”). A 504 team will be assembled by the School Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the 504 team will make a referral for assessment under the IDEIA.
**Students Achieving Below Grade-Level:** Low-achieving students will be identified as students who achieve at the lowest quartile on a standardized test and/or are below or far below basic on our grading rubric. A major emphasis of the LEAD curriculum structure and instructional strategies outlined here is to maximize the learning opportunities of low-achieving students. All students are thoroughly integrated into the entire student body and participate fully in all aspects of the curriculum.

Parents of low-achieving students will be contacted before the end of the sixth week of the school. Parents will be notified of available interventions including the After School Program through the use of a Student Support Team (SST) meeting. At the end of the second grading period, parents will be notified if their child has not made sufficient progress towards meeting the standards for promotion. They will be informed at another SST meeting which standards their child is still not meeting at grade level. LEAD Public Schools will screen the following data to identify at-risk students:

1. Students scoring below the 25th percentile on the previous year’s standardized test in any one subtest score in Reading, Language Arts, or Math.
2. Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports.
3. ELL students in transitional reading for more than one year.
4. Students scoring at below basic or far below basic on the TCAP tests.

**Students of Low Socio Economic Status:** Based on our first schools, including Cameron College Prep, we anticipate future schools will serve a majority minority and poverty student body with high special needs and, potentially, a high number of ELL students, with the majority of the students having basic skills deficiencies. Therefore, all instructors will be trained to focus on prevention of learning problems rather than remediation. Instructors and support staff are provided with manuals, curriculum materials, lesson guides and other support materials to ensure that students that are below grade level are offered systematic alternatives to traditional instruction methods. Instructors and support staff use a variety of instructional methods to actively monitor student learning and maintain awareness of academic difficulties. In addition, students will receive instruction in study skills, test-taking skills and other learning successful strategies including summarizing, questioning, and predicting. Rooted in our firm belief in accountability, all LEAD schools will utilize rigorous assessment and goal-setting programs to measure students’ proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. Students are assessed regularly from the time they enter the school through graduation and teachers monitor their progress closely and make decisions in real-time, based on immediate data. After school tutoring and Saturday school programs are run by staff to supplement classroom instruction for students who are struggling to master grade-level skills. Additionally, regular professional development is conducted for staff to review data and support all students and their mastery. (see Professional Development section below)

**English Language Learners (ELL) and Limited English Proficient Learners (LEP):** All LEAD schools will meet all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized
testing requirement. The goal will be to develop high quality instructional programs and services for ELLs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students. The English language literacy intensive component of our program supports ELLs by providing a teaching staff qualified in second language pedagogy, an after school and summer school program with a strong language literacy focus, and additional bilingual teacher’s aides in the classroom to assist ELLs in English intensive classes. All LEAD schools offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specially for ELL students. The curriculum content for the sheltered English classes will be the same as in the English only classrooms.

**Non-standard English Speakers:** Recognizing that many students may not be standard English speakers, many of the same guidelines and programs listed above will be followed for them so as to ease their transition into Standard English. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture and recognition of the importance of standard English usage in the world of work and education.

LEAD Public Schools will implement policies to assure proper placement, evaluation, and communication regarding ELL’s and the rights of students and parents.

- **Home Language Survey:** LEAD will administer the home language survey upon a student’s initial enrollment into school.
- **TN State English Proficiency Testing:** All students who indicate that their home language is other than English will be tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The school will notify all parents of its responsibility for testing and of results within thirty days of receiving results.
- **Reclassification Procedures:** Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:
  - Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELDA and/or CELLA
  - Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery
  - Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district’s reclassification procedure including seeking their opinion and consultation during the reclassification process
  - Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil
is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

**English Language Learner Instruction and Intervention Strategies:** Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners. The instructional design model to be used by LEAD places a heavy emphasis on differentiating instruction to meet the needs of English Language Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers will be trained on a variety of instructional strategies to be used specifically with English Language Learners. These strategies include, but are not limited to the following techniques:

- **Total Physical Response (TPR):** A language-learning tool based on the relationship between language and its physical representation or execution.

- **Cooperative Learning:** Robert E. Slavin’s (1995) research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280).

- **Language Experience Approach (Dictated Stories):** This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

- **Dialogue Journals (Interactive Journals):** This approach is a way for teachers to engage students in writing. Students write in a journal and the teacher writes back regularly, responding to questions, asking questions, or introducing new topics.

- **Academic Language Scaffolding:** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002) including modeling academic language; contextualizing academic language using visuals; and using hands-on learning activities that involve academic language.

- **Native Language Support:** Whenever possible, ELL students will be provided with academic support in their native language (Thomas & Collier, 2002). According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience.” In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures.”

The needs of ELL students are focused on the idea of immersion of the student in a strong academic core program, like that provided to every other student. In addition, they will be provided intensive English-as-a-Second-Language instructional methods. All students will be grouped heterogeneously so that every student can learn from one another. Accordingly,
immersion in the regular classroom will be the preferred model for mastering the English language. Should a child not be officially identified as ELL/LEP, s/he will be monitored regularly via various assessment techniques to ensure their retention of material.

**Remediation and Accelerated Learning:** All LEAD staff analyze student performance and regularly implement diagnostic testing to assess the needs of every student upon entrance to the school. The assessment will be used to detect learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, a plan for Students at Risk of Retention, English Learners, and/or Special Education will be implemented. We recognize that students who are gifted and talented also have special needs and will provide appropriate identification and instructional strategies to meet their needs. The following specific strategies have led to the success of all students at existing LEAD schools with similar demographics and student needs:

- Diagnosis of student needs
- Personal learning plan for each student
- Differentiated instruction in our classrooms
- Math and/or reading support class in addition to regular grade level math and reading course
- Individual tutoring using artificial intelligence online tutoring including BrainPop, Discovery Education, and Study Island.
- Summer math and reading bridge programs for new and continuing students performing below grade level
- After school and Saturday instruction and tutoring to accelerate learning
- High expectations for all students including English learners and students with special needs.
- Rather than set lower expectations for some students, our schools have high expectations for all students. We believe that some students need more support and time to get there.

The special needs of gifted and talented students will be addressed through differentiated classroom instruction, enrichment programs after school and through partnerships with community colleges. All LEAD schools provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students. Our criteria extends beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Differentiated curriculum based on the core curriculum will be provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities will be utilized such as, extended day classes, Saturday seminars, independent study, and after-school and weekend club activities including, Junior Achievement Biz Town, Math Counts, Nashville Debate League, and Model U.N.

**Student Recruitment and Enrollment**
1. State the maximum enrollment *school-wide* and *per grade level* you are setting.
2. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

3. Provide, as Attachment 7, the school Enrollment Policy, which should include the following:

   a. Any admission requirements, including explanation of the purpose of any pre-admission activities for students or parents
   b. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms
   c. Lottery dates (tentative) and procedures
   d. A timeline and plan for student recruitment and enrollment
   e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers

**Anticipated Five-Year Enrollment for Conversion:** LEAD’s ideal grade level size for a conversion is 140 students in middle school, small enough to maintain the proven advantages of a student-centered, personalized learning environment, while maximizing the diversity afforded by a medium-sized grade. LEAD anticipates adding students in grades 6-9 to reach ideal enrollment levels in the event of student departures from earlier grades, and to a lesser degree in grades 10-12. Obviously, in a conversion situation we expect these numbers to vary and possibly increase.

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<tr>
<th>Year</th>
<th>Yr 1</th>
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<th>Yr 3</th>
<th>Yr 4</th>
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<th>Yr 6</th>
<th>Yr 7</th>
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<td>560</td>
<td>685</td>
<td>795</td>
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**Outreach and Student Recruitment:** Initially, the two primary objectives behind our outreach process are to first, engage the new school’s community in political and resource support for the start-up of the new school and second, to recruit students. Both will be essential for the successful start-up and operation of every new LEAD school. Once the school has opened, we will continue to actively encourage and seek the involvement of parents and community leaders as partners in achieving LEAD’s mission. Educating our youth is a responsibility that must be shared by the community as a whole. Our underlying philosophy is based on the belief that all students can and do learn when they feel part of a community. To this end, our vision encourages parents and community leaders to partner with faculty to create an atmosphere where all students’ needs are being met, and community partnerships are integral to the schools’ success.
Our organizational structures and the staff positions ensure that we are taking a holistic approach to preparing our students for college, leadership and life and engaging all community members in our success. The mission and success of our other LEAD Schools have been enhanced by the strong relationships we have established with our families, community members, social service organizations, and other stakeholders. Reaching out and building these connections, while sometimes challenging, has proven to be absolutely essential. Many of the individuals we have met in our pursuit of “building community” are very influential and have given us very valuable institutional knowledge and historical perspective about our community. Their views have strongly influenced important decisions about school policies and investments, such as important schedule changes and curricular enhancements. Community and parental engagement is a core LEAD value, a key piece of our strategic plan, and an expectation for our staff. We expect the same commitment to building community from all of our staff at new LEAD Public Schools, especially upon approval of this proposal.

<table>
<thead>
<tr>
<th>Parent Information Sessions</th>
<th>These information meetings were held at the feeder elementary schools to inform parents of the change at Cameron the next year</th>
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<tbody>
<tr>
<td>Church information sessions</td>
<td>These information meetings were held at area churches, usually during a Sunday morning service to give information to potential parents</td>
</tr>
<tr>
<td>Door-to-door recruiting</td>
<td>This outreach consisted of going door-to-door throughout the Cameron zone, talking with parents and students about their options and choices</td>
</tr>
<tr>
<td>Open Houses</td>
<td>These were opportunities for parents to come and see both LEAD campuses and visit Cameron to learn more about how we “do school.”</td>
</tr>
<tr>
<td>Council and Neighborhood meetings</td>
<td>These meetings were usually used as networking meetings to see if there were potential partners or people who could support our efforts in the Cameron community</td>
</tr>
<tr>
<td>School Meetings</td>
<td>These meetings were usually conducted in conjunction with a standing MNPS event, giving the Outreach Director the opportunity to meet potential parents in the school setting. Meetings also included presentations and fun events during school sessions with the feeder schools</td>
</tr>
<tr>
<td>Community events</td>
<td>This outreach was typically conducted in conjunction with a pre-existing community event or gathering, and consisted of having informational pieces available at community gatherings</td>
</tr>
<tr>
<td>Media (radio)</td>
<td>This effort was aimed at radio outlets in both the African-American and Latino communities</td>
</tr>
<tr>
<td>Advertising</td>
<td>This outreach was done using both direct mail pieces and posters set up in area businesses and community centers</td>
</tr>
<tr>
<td>Phone Calls</td>
<td>This method was accomplished using data pulled from Chancery to call parents directly, inviting them to events, and to follow up on information already sent or received</td>
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</tbody>
</table>

The chart above outlines the outreach efforts that LPS and Cameron staff employed to lead to a successful school opening. It is included here as an example of the type of outreach efforts that LPS has conducted in the past and expects to conduct for future phase-in conversions. Upon approval, the LPS CEO and Director of Parent/Community Engagement, along with the School Director (when hired), will engage with the community and reach out to parents, community leaders, elected officials, local clergymen, etc. to personally listen, learn, and collaborate. Community leaders and influencers may include business leaders, church leaders, community activist groups, neighborhood associations, and business associations.

Next, a school development advisory committee will be formed from community representatives to advise the School Director during the startup of the school. The CEO, Parent/Community Engagement Directors, and School Director will facilitate a series of planning sessions that enable the community to contribute to the design of the school within the non-
negotiable parameters of the LEAD Model. Once the school is opened this committee transitions to form the School Advisory Committee that will provide on-going advice and help in keeping the community engaged and provide important feedback to the School Director and staff.

The School Advisory Committee will use a variety of mechanisms to engage broader community members including direct mailing to parents of students in the target community, orientation meetings, public forums, open houses, articles in local print publications, participation in local events, radio shows, and by simply meeting door to door with the neighbors of the school. During multiple one-on-one and group meetings with parents and community leaders following the opening of school, LEAD listens to what parents and community members want for their school. For example, our decision to shorten the school day on Wednesday to allow families to attend church is in direct response to input from parents.

Each school will have its own web page on our website that will contain essential information about its program, requests for suggestions from the community, and the contact information for the Director of Family Engagement and the School Director. Flyers and other print collateral will be created to explain the school program and how the local community can become involved. Monthly newsletters will be distributed to parents and community members updating the progress of the school.

LPS has also developed an important partnership with the Family Resource Centers in Nashville, especially at Fall-Hamilton to provide support for our families and community members. It is our intention to host a Family Resource Center at or near the new LEAD campus that will provide family support, training, and resources. The center will be available to parents beyond normal school hours and will offer classes at off hours for parents who have conflicts.

Since every new LEAD Public School will serve students from the existing MNPS school attendance zone, all students who are zoned for the school will have first priority for spaces. If all seats are not filled, students outside the attendance zone will be enrolled based on the charter school eligibility guidelines.

Despite the unique nature of the transformation school attendance zone, we plan to undertake a similar recruitment effort as we use at LEAD Academy and Cameron College Prep. We believe that demonstrating to our families and students that their presence at the new school is important as well as a choice. We have found that when parents are engaged early in the process and students are told what to expect at the school, the investment is much greater than if we simply wait for students and/or families to show up. The primary recruitment method is to get the word out to parents through the community engagement strategy. Prospective 5th grade students are recruited at local elementary schools using flyers and presentations at parent events and at parent association meetings. The School Director and staff will meet students and parents at information and orientation meetings and an open house meeting prior to the opening of school.

Due to these efforts, we feel confident that the school, its mission, and expectations will not only be accepted by the community but actively supported. Formal outreach efforts will commence upon formal acceptance of this charter proposal.

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parents at information and orientation meetings and an open house meeting prior to the opening of school.

All LEAD Public Schools will seek to achieve a racial/ethnic balance reflective of the Nashville communities our schools serve. All LEAD schools will be open to any student and parent in Davidson County who resides in the school zone and who chooses to attend. Recruitment efforts will be aimed primarily within the zoned community. At all times, the new LEAD Public Schools will comply with State regulations and recruit and enroll students from the target population. We will take the following steps to ensure that students representative of each school’s respective communities continue to be recruited:

- Visit local schools and organizations in each neighborhood; host a meet and greet lunch with guidance counselors and church leaders
- Seek referrals from school teachers, students and families, particularly 4th grade teachers at targeted feeder schools
- Visit homes and explain to prospective students and their families the purpose of LEAD
- Conduct parental information sessions to elaborate on the commitment involved with attending LEAD
- Run a public service announcement with target radio stations
- Place advertisements in local newspapers and community association newsletters
- Post flyers and notices in local supermarkets, churches, community centers, and apartment complexes
- Distribute promotional materials such as water bottles, t-shirts, and pencils at all recruiting events and meetings

Admission to all LEAD schools will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in a LEAD school. We therefore encourage and motivate students and their families to view intense academic commitment as their key to the future. Students, parents, and instructors are expected to sign a Commitment to LEADership form, which addresses expectations for attendance, homework, behavior, and academics.

Non-discrimination Policies: All LEAD schools comply with all State and Federal regulations regarding non-discrimination and will not discriminate against any student, parent, employee, or community member on the basis of race, ethnicity, national origin, religion, gender, or disability. LEAD will strictly maintain a nonsectarian approach to all its programs, events, admissions policies, employment practices, and all other operations. LEAD will never charge tuition.

Student Discipline
1. Describe the philosophy of student discipline that supports your school model. How will parents be informed of the school discipline policy?

2. Provide, as Attachment 8, the school discipline policy, which should include the following:
   a. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior
   b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
   c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings

LEAD Public Schools
d. A description of the appeal process that the school will employ for students facing expulsion.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.
WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

A safe, supportive learning environment is critical for successful student development both in and out of the classroom. However, most discipline procedures are based exclusively on the Behaviorist Theory where good behavior is rewarded and bad behavior is punished, in the hope that students will automatically adopt good behavior and eliminate bad behavior to gain the rewards and avoid the punishments. We recognize that the habits of tolerance, self-reliance, thoughtful debate, civic involvement, and hard work must be taught, exercised, and owned daily in order to become habitual. As our mission states, at our schools we instill these Core Habits of Leaders at an early age, develop them through the middle school years, and refine them at the high school level.

The goal of the our Code of Behavior and Discipline is to create and sustain a school culture focused on excellence, respectful of diversity, and dedicated to the development of positive habits. Therefore, we have created specific policies, procedures, and a comprehensive support system to ensure such a school culture is created and developed throughout the school year.

Students at LEAD Public Schools will be taught to internalize the school’s Core Values and Core Habits of LEADers. As students progress through LEAD, they will gradually take ownership of these values and habits they will need to use and rely upon these to take advantage of a wealth of opportunities in life. The school’s ultimate purpose is both to equip its students not only to earn expansive life opportunities, and to give students the values they will need to make wise decisions under any circumstance.

Our approach to discipline is that it is about teaching self-discipline not about teachers or administrators levying consequences or reacting to student behavior. Only when students internalize the beliefs of the discipline system will they be ready for a college education. While we do use consequences as a tool, our goal in disciplining students is always to help them to understand what the correct behavior is and why that is the correct choice. As discussed above, we strive to understand the choices that students make, and expect those negative choices to become positive ones. The underlying points of our approach to discipline are:

- **Accountability**: Students are trained to be accountable for the choices that they do make. We intentionally limit choices that students are allowed to make through routine and structure. As students earn more privileges and advance through grade levels, they earn more privileges and choices; with those new privileges, the faculty holds them to higher degrees of accountability.

- **Respect**: Every member of the school community is expected to respect one another. This statement is a huge part of our disciplinary practice; simple acts of disrespect lead to bigger ones, so we intentionally and proactively teach positive skills and hold students accountable for each instance of disrespect. Faculty are expected to model respectful, positive interactions with students.

- **Team Response**: Faculty are organized in Grade Level Teams with a Grade Level Chair. Each GLT works closely to support individual students academically and behaviorally, holding one another accountable for adhering to academic and behavior plans.

- **Sweating the Small Stuff**: As discussed above, we believe in dealing with issues when they
are still small. We choose to correct students small infractions like being out of line, talking quietly in class, or having a shirt untucked. Addressing these issues establishes the norm in the community that students are expected to adhere to high expectations.

• **Positivity**: Every member of the community is expected to interact with one another in a positive manner. Faculty are expected to set the tone with students by interacting with them respectfully and appropriately; teachers avoid using sarcasm, negative tones, judgments, or singling out students in front of peers. We expect students to reflect this behavior.

• **100% Getting it Right**: At LEAD, the only way we do things is the right way. We practice rituals and routines until we get them right. When students are expected to do things a particular way, and those standards are communicated clearly to them, and they repeat them until they do it right, they have “muscle memory” of how it feels. Teachers expect students to do this, and we commit the time during the day, particularly at the beginning of the year, to develop these skills.

• **Consistency**: Every teacher and student understands that each member of the community creates the community. Every teacher is expected to hold students, regardless of grade level, to the appropriate expectations. Each teacher holds students to the same expectations in each classroom.

• **Parent & School Collaboration**: From our experience, the most powerful tool for training a student to make the right choice is a unified parent and school approach. In developing responses and intervention, we work closely with parents to gain insight and input from them as to what will work, and work with them to gain their support in our work with a student.

Supporting Student Safety the LEAD Way: From our experience, the challenges that our students face come from the challenge of adjusting to the rigor and structure of our school. Given the high goals of the students and school community, some students initially struggle to meet the expectations necessary to succeed at a high level. Some challenges our students display are:

• **Adherence to Routine**: Many students struggle initially to follow set routines and procedures, particularly outside of the classroom. In the hallway, in the cafeteria, and on the playground, students have trouble understanding the need for continued structure.

• **Self-discipline**: As is age appropriate for middle schoolers, many of our students have needed extra support to learn self-discipline, particularly during class times. Students blurt answers out, leave their seat without permission, or don’t stay on task. Importantly, many of these behaviors are age appropriate and not necessarily particular to our specific population of students.

• **Stress and Anger Management**: Many of our students live complicated lives. They understandably struggle to deal with balancing the often conflicting expectations of school and home.

• **Doing it the LEAD way**: Students have trouble adopting the view that there is a way to behave at school and a way to behave with friends. Again, this challenge is age appropriate, though some of the externalizing behaviors they engage in can be particularly disruptive, and are therefore challenging to change.

Since we have already encountered and addressed many of the above challenges that we expect to face at future schools, we have designed our discipline system to anticipate and train them away. We view students as developing young citizens who will make mistakes and will learn
best when they develop the skills and techniques to identify those choices, own them, and reflect on why they made the choice. Our system is designed to clearly and repetitively train students what the right choices are, and, when they do make mistakes, give them the opportunity to correct it by working through consequences. While some behaviors are zero tolerance, and some students and families unfortunately ultimately decide that the expectations are too high, we are always committed to working with all students. Some of our behavior tools include:

LEAD views students as developing young citizens who will make mistakes and will learn best when they develop the skills and techniques to identify those choices, own them, and reflect on why they made the choice. Our system is designed to clearly and repetitively train students what the right choices are, and, when they do make mistakes, give them the opportunity to correct it by working through consequences. Some of our behavior tools include:

- **Marks/ Lucre**: All LEAD Public Schools use a token economy called the “Lucre” system where students earn points for making positive choices and contributing to their own and the communities’ advancement. When students make poor choices, they are marked and lose points; marks are given for disrespect to any member of the community (teachers or students are equal in this sense) or failure to comply to a teacher’s requests. Students use Lucre to earn rewards or purchase items at the school store.

- **Detention**: When a student receives a mark, they serve a detention in “Mark Time”. Detention is held during the school day during a free period; importantly, detention is NEVER done during class time as students need more time, not less time, in class.

- **Uniform/ Standard School Attire**: The uniform plays a critical role in establishing routines and structure. New students must earn their shirt by having two consecutive weeks of positive choices and completed assignments. When students earn their shirt, the grade level publicly celebrates the achievement at a community gathering. When students make choices that do not align with the communities’ expectations, often a teacher will ask a student to wear the uniform shirt inside out, not as a way to shame the student, but for the student to publicly demonstrate that they made the wrong choice and are working their way back into the community by making positive choices.

- **RISE (Restoring Individual Student Excellence)**: RISE is a program we use to directly teach students community expectations. Students earn RISE by receiving 5 or more Marks in a two-week period or for particular instances that damage the community. While on RISE, students must meet particular behavioral expectations that are designed for them to practice routines. RISE students lose certain privileges, and spend free time in study halls. Students receive feedback from teachers each period of the day through a behavior tracker; when they complete their tracker, students write a letter to their teachers and their class outlining why they earned RISE, what they learned while on it, and how they will avoid it in the future.

- **Attendance/Tardies**: Students cannot be part of the school community if they are not present. We hold high standards for attendance and will work with parents to ensure that their child is present every day.

- **Professional Development**: We release early every Wednesday to hold faculty professional development sessions. Several sessions specifically focus on working with difficult students and helping to train all students to make the right choices. Strategies include establishing and maintaining consistent expectations for students and using the Language of Leadership to speak to students. Through our Grade Level Teams, we practice particular protocols and techniques for developing plans for working with students’
academic and behavioral challenges.

- **Expulsion**: As required under charter law, students will be expelled from school for infractions that meet the MNPS zero tolerance qualifications.

- **Suspension**: Students are rarely suspended; instead, we implement our RISE program as a consequence rather than wasting time out of the classroom. On the rare occasions when students are suspended out of school, it is for behaviors that disrupt the safety of the school community. When students are disruptive in class and fail to respond to teacher corrections, they may be sent to the office to meet with an administrator, call their parents to tell them what they have done, or take time out before going to the next class.

- **Honor Code**: As an academic community, honesty is fundamental to our success. Cheating is not accepted by the community and those who do cheat are responsible for making amends to their peers and teachers. The consequence for cheating the first time is community service at the end of the day or before school; if students have hurt the community with their dishonesty, they commit to helping the school improve in other ways.

- **Reflection/ Closing the Loop**: When teachers assign students consequences, they are expected to follow up with that student. If the end of a conversation is merely a consequence without further conversation, the student understands the consequence as an end, not a tool for them to make the right choice. Closing the loop also holds the student accountable after some time has passed, helping them to develop reflection skills necessary for success in college and beyond.

### Parent/Community Involvement

1. Describe how you will engage parents and community members from the time that the school is approved through opening.

2. How will you inform parents and the community about the school’s development?

3. Describe how you will engage parents in the life of each school once it is in operation. How will the schools build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to or require of parents.

4. What community resources will be available to students and parents? Describe key partnerships that you have developed for existing schools with community organizations, businesses, or other educational institutions. Which of these types of partnerships do you intend to replicate at ASD schools?

5. Describe any specific evidence of community partner support established from any identified community partners in your target locations. Provide, as Attachment 9, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.
Our Board, staff, supporters, and community members are excited by the unique opportunity that school transformations offer to scale up our success in new schools. Transforming a failing school will not only serve as a beacon for educational opportunity within the community by creating a culture of unwavering belief in all students’ potential, its success will have a far-reaching effect on the entire Nashville community by graduating students who are truly prepared for the rigorous high school experience.

Educating our youth is a responsibility that must be shared by the community as a whole. Our underlying philosophy is based on the belief that all students can learn and do learn when they feel part of a community. To this end, our vision encourages parents and community leaders to partner with faculty to create an atmosphere where all students’ needs are being met, and community partnerships are integral to the schools’ success.

Understanding the unique nature of the collaboration required between LEAD public schools, the existing faculty and staff, the community, MNPS, the ASD, and the Nashville community, LEAD will work together to identify synergies among each school’s parent programs, and synchronize common activities, classes and events. While each LEAD school will develop a separate plan for its family and community members, the LEAD collaborative will be able to leverage common resources to provide services to parents. Among the resources and activities at the new campus may include:

1. Creation of a parent resource center for use by all of the schools’ parents. It will be a place for parents and communities to hold meetings, classes and workshops.
2. The collaborative will hold several “town hall type” meetings annually to engage community in the performance of the new LEAD Public School;
3. Create and deliver classes of interest to parents, community (i.e., ELL and technology) in alignment with local institutions;
4. Work with outside organizations to create common on-campus parent orientation, parent training classes, and joint professional development of administrators, teachers and parent leaders where deemed appropriate.

As with all LEAD public schools, new schools will be represented by an advisory board that will include parents, community members, and students. Parents and community members will be represented on committees and boards and will be included in ongoing assessments, surveys, and interviews on campus issues including safety, quality of learning and teaching, inclusiveness, etc.

LEAD Public School’s underlying philosophy is based on the belief that all students can learn and do learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents and community leaders to partner with faculty to create an atmosphere where all students’ needs are met and community partnerships are integral to the school’s success. Below are the organizational structures already in place to ensure that we are taking a holistic approach to preparing our students for college, leadership and life and engaging all community members in the success of our next generation:

• **Family Engagement**: We are committed to integrating parents/guardians into all aspects of their students’ education experiences. Parents are required to give at least 35 hours of service annually at all LEAD schools and a wide variety of service opportunities are made available. The primary focus of service is parent support for their child’s academic achievement. Therefore parents are encouraged to complete parenting, English, and
computer classes, as well as college and financial aid workshops. Any course work parents take that increases family literacy receives service credit. Parents have many additional opportunities to complete volunteer hours including: assistance in the office, supervision before and after school, at lunch, during fieldtrips and school events, fundraising, and attending parent workshops, meetings, and community events. Parents may also earn volunteer hours for hosting homework and study sessions in their home, regularly checking student homework logs and signing them, and completing parent surveys.

- **Outreach Department:** Because we are committed to engaging the communities surrounding our schools, the LEAD Public Schools NeST will include an Outreach Department. The department will serve as the liaison between school administrators and the community institutions that surround our schools. The department’s responsibilities include partnering with churches, community based organizations, schools and government entities to ensure full integration of a school into a community. The Outreach Department will leverage community partnerships to assist in enrollment outreach, keeps the community apprised of the successes and challenges at the school, identifies community leaders and helps to build grassroots organizing capacity at school sites.

- **Family Coordinator:** Every LEAD Public School has an administrative staff that includes the position of “Family Coordinator.” This full time position is responsible for being the liaison between the school, students and parents. This role is vital to ensuring that parents are fully integrated into the day to day operations of the school and feel a sense of accountability and connection to the their child’s education. The Family Coordinator’s responsibilities include: community outreach, organizing parent volunteers, interacting with parents at the front office, recruiting new students, giving student tours and organizing workshops for parents and students on life planning and health skills.

- **After School Programs:** Our schools are kept open until at least 5:00 pm daily to provide students with safe, enriching after school programs and to allow community group’s use of the facilities. Keeping schools open later accommodates the schedules of working families as they know where their children are until they get off work. It also provides the opportunity to engage community partners in supporting our students and their families. Opportunities at our current campus include specialized and general academic and study skills tutoring, sports, clubs, MentorTennessee, Backfield in Motion, and weekend parent classes.

- **Family Resource Center:** It is our intention to use each new facility to host a Family Resource Center that will provide family support, training, and resources. The center will be available to parents and community members beyond normal school hours and will offer classes at off hours for parents who have conflicts.

- **Regular Communication:** Every Tuesday the school sends out an all call to every parent at the school, covering upcoming events and opportunities at the school. Also, every other Friday, we send home a progress report giving parents a regular snapshot of their students’ academic progress throughout the semester. Also, we give parents every teacher’s cell phone number and require each teacher to hold “on call” hours every day. During that time, each teacher is expected to be available by phone to answer parent or student questions about work and progress.

- **Student Led Conferences:** Parents and families come to campus at least once per year to attend a meeting with their student. This meeting is run entirely by the students, and is focused on discussing the students’ portfolio of work from the year.
• **Family Dinner**: Cameron will host monthly parent dinners where parents, teachers, families, and students can talk, socialize, and build a sense of community beyond the regular school day.

• **Surveys**: During events where parents are on campus, we ask them to fill out surveys to give us feedback on their thoughts on how the school year is progressing and to express any celebrations or concerns they may have.

• **Volunteering**: parents can help the office staff with paperwork, organizing, or other projects at the school. They also can chaperone school trips, running sporting events, or helping with class projects. We also have a parent advisory board they can join.

• **Parent Talk**: Parents are invited to attend parent training and support sessions during Saturday School sessions that address such topics as “Proper Discipline Methods”, “Supporting Your Teenager”, “Nutrition, Development, and the Health of Your Children”.

LEAD Public Schools will leverage its existing community partnerships to help the new LEAD schools meet its mission of community engagement. As mentioned in the section above, LEAD has an existing organizational structure that promotes the engagement of families and community partners in the education of all our students. Specifically, it is our intention to work with the community partners already serving the students of the phase-out school and expand these offerings to meet the diverse needs of the students and families we serve. The Outreach Director works with each local community to support the School Director of the school with parent community outreach and education. Community engagement occurs in two primary phases:

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.
III. PHASE-IN/TAKEOVER EXPERIENCE & CAPACITY

ASD welcomes charter applicants who wish to provide new opportunities to underserved students by transforming chronically underperforming schools through either a phase-in or takeover approach. Selected applicants must have a clear plan for dramatically improving persistently underperforming school cultures, working effectively with an existing school community, significantly raising student achievement, and meeting the needs of at-risk populations. Phase-in and takeover operators are expected to establish strong partnerships with the school community.

*If you are not applying for a school phase-in or takeover, mark “Not Applicable” and skip to the next section.*

1. Describe any prior experience of your organization in turning around an underperforming school.

2. Describe how your proposed school and educational model will meet the needs of a student population that is currently attending a chronically low-performing school. How will your proposed model ensure your school significantly raises student achievement?

3. Describe your plans for dramatically reversing students’ previous experience by building a positive, inclusive, and high-performing school culture.

4. Describe how your proposed school will provide extensive and intensive programming to ensure students have equitable access to quality support services.

5. In the case of a takeover application, describe your plan for successfully recruiting, transitioning, and retaining students who are in the school being replaced or who would be going to the school that is being replaced. What specifically would you do to engage parent and community support?

6. New charter schools in the Achievement School District may only serve students geographically zoned to attend ASD schools. How will your school successfully implement the school model within this enrollment limitation?

7. Describe your community engagement plan for the year prior to opening the school.

8. Describe your plan to work with the existing school(s) during the transition.

_TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED._

Transforming chronically under-performing middle schools and building the high school grades on top of the transformation middle school presents the greatest opportunity for significant, enduring change for the students and requires an organization willing to partner with the ASD, MNPS, the schools’ existing staff, students, and families, and community members and potential partners to find the right solutions. Cameron College Prep, the state’s only charter transformation, is in its second year and is operating with positive reviews from parents, the
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Kentucky's First Public Charter School

LEAD Public Schools district, and community members. Due to its status as a failing school families have been opting out of Cameron in growing numbers over the last five years, but that has reversed with LEAD’s involvement. An early indication of the success of the Cameron transformation is the 20% increase in 5th grade enrollment, an obvious community response to the promise of a high performing, alternatively managed neighborhood school. Due to our success in working with the District in sharing space and executing the first two years of the Cameron transformation, we believe that we have a proven educational model and the organizational strength to implement our Phase-In conversion model in other communities. The Phase-In approach is a key element in our transformation model and helps us deliver a strong culture of high expectations that drives the development of consistent and effective learning communities across all LEAD campuses.

LEAD Public Schools continues to learn and refine our model, and we have benefited greatly from significant financial support from foundations and individuals that we have translated into significant increases in our organizational capacity. Below is a brief review of some of the issues we have encountered and descriptions of how we have managed them:

Proven ability to manage all levers for school management, including staff and teachers, educational program, and student and community engagement within an integrated system

- A transformation school is a new start. Everything—administrators, teachers, staff, programs, systems and structures, relationships with parents and community – must be newly put in place over the course of a short time period. Our proposal is based on our experience starting Nashville’s most successful public charter school and our partnerships with proven transformation school operators. Our plan for effectively launching additional multi-year phase-in transformation schools is based on our ability to start LEAD Academy Middle and High School and Cameron College Prep in a difficult political environment and create three thriving schools embraced by the community, supported by its students and families, and owned and operated by its staff.
- Our team combines professional expertise, dedication, and a deep respect and concern for the children and families in the schools we serve. We have a passion for the work of reform to help the children of Nashville who have been left the farthest behind. We believe that all children can learn and we are committed to closing the achievement gap as rapidly as possible through the aggressive intervention and sustained effort of a multi-year phase-in transformation. This shared sense of mission and purpose has allowed us to build the relationships necessary to support high achievement at school and the welcoming, supportive environment parents and community members want in their school.
- Our education plan, developed through our partnerships with some of the highest-performing charter and teaching organizations in the country including, YES Prep Schools, Big Picture Learning, Uncommon Schools, Mastery Charter Schools, Green Dot schools, Expeditionary Learning, Teach for America, and Mass Insight Education & Research Institute, our college-preparatory curriculum and instructional program has been carefully tailored to the needs of high-poverty students and the special challenges of building a culture of high achievement and expectations.

Proven ability to cultivate a leadership team that is aligned with the school and organizational mission

- The opportunity to participate in building on our work at Cameron and LEAD Academy Middle and High School will be exciting and will attract strong candidates, a number of whom will have training and/or prior experience in the LEAD network. During the
planning period and beyond, our new School Director will receive day-to-day guidance, coaching, and direction from the most senior and experienced members of LEAD’s staff while also receiving training with some of the highest-performing charter and turn-around operators in the country including, YES Prep Schools, Big Picture, Mastery, Uncommon Schools, and Green Dot schools. Recruiting and training a high-performing staff is one of the biggest challenges of the phase-in transformation school model because quality teachers for high-need urban schools are always in short supply. LEAD has demonstrated success in recruiting and developing teachers and school leaders capable of serving the needs of high-poverty student populations in Nashville’s public schools since we were founded in 2006.

Our partnerships with national teaching and school leadership organizations such as Teach for America and New Leaders for New Schools demonstrate our ability to recruit a highly-qualified and diverse staff.

- LPS will surround the newly appointed School Director with a handful of extremely seasoned educators, all former principals. These Leadership Coaches and other very senior LPS staff integrate school planning with professional development for the School Director.

**Awareness of challenges around the institution of new school culture and proven success in this endeavor**

- We “sweat the details” to make sure that the opportunity to re-set a school’s culture and climate is not missed. To be prepared to focus and accelerate their learning, students need to learn “how to do school,” and to be held to high expectations for behavior that foster a safe and orderly environment. Our ability to build and maintain an incredibly tight, student-focused culture comes from sweating the small stuff. No detail, including the preparation of this proposal and designing the unique educational plan included, is too small for our staff.

**Exceptional development of data management skills and strategic planning processes**

- LEAD has a solid and rapidly advancing capability to gather, report, and reflect on data at all levels of the organization, from the Board of Directors to individual classroom teachers. We use data at the organizational level to set goals and hold ourselves accountable, and our teachers use it to differentiate instructions and to quickly spot the need to re-teach students so they do not fall behind.

**Partnerships with social service providers to support student population likely to be found in a Turnaround school**

- In our four years, we have proven that we don’t wait for families, the community, and potential partners to come to us. We take the initiative, promptly, to partner with the community, social service providers, police, shopkeepers, aldermen, pastors, arts and athletic organizations – everyone we can possibly convince to join in the vital work of making their children’s school effective. Based on our initial community outreach efforts, there is an obvious need for increased community involvement and engagement.

- Even before submitting this application, our team has started engaging the community. We have reached out to parents, community leaders, elected officials, local clergymen, etc. and met them personally to listen, learn, and include their voices in this proposal. These relationships, while still developing, will support our Year 1 review and implementation planning and execution.
Partnerships to secure added funding resources to cover expected gaps in the planning year and first three years of operation.

- LEAD Public Schools benefit from a varied portfolio of extra resources assembled by the our back-office Support Center: whether its neighborhood organizations who have brought food and volunteers to prominent foundations who have donated millions to support our model, LEAD has developed important friendships. Since LEAD was founded in 2006, we have raised over $2 million from sources other than MNPS (foundations, individuals, and government; includes funds pledged through 2011). Many of our partners, especially Universities and foundations, also regularly provide guidance and insight that help us perform better.

Based on the above points, we are confident in proposing to partner with the ASD to transform multiple chronically failing school into LEAD Public Schools following the multi-year phase-in transition.

2. Describe how your proposed school and educational model will meet the needs of a student population that is currently attending a chronically low-performing school. How will your proposed model ensure your school significantly raises student achievement?
   See earlier sections for a thorough review of our proposed school and educational model.

3. Describe your plans for dramatically reversing students’ previous experience by building a positive, inclusive, and high-performing school culture.
   Please see earlier sections, especially Student Culture and Discipline Policy.

4. Describe how your proposed school will provide extensive and intensive programming to ensure students have equitable access to quality support services.
   See earlier sections, especially the School Design, Supporting Special Needs/At-Risk, Instruction, and Supplemental Programming.

5. In the case of a takeover application, describe your plan for successfully recruiting, transitioning, and retaining students who are in the school being replaced or who would be going to the school that is being replaced. What specifically would you do to engage parent and community support?
   Not applicable. LEAD is applying for phase-in conversion schools.

6. New charter schools in the Achievement School District may only serve students geographically zoned to attend ASD schools. How will your school successfully implement the school model within this enrollment limitation?
   Not applicable since LEAD is applying for phase-in transformation schools. However, LEAD Public Schools is open to discussing with the Achievement School District a multi-pronged strategy of combining a phase-in school with additional charter schools to support the successful transformation of a consistently low-performing school(s).

7. Describe your community engagement plan for the year prior to opening the school.
   See earlier Parental Involvement Section.

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8. Describe your plan to work with the existing school(s) during the transition: Based on our experience at Cameron, we are proposing a Transformation Partnership Committee to be comprised of a representative from the ASD, a representative from LEAD Public Schools, the LEAD School Director and the Principal from the MNPS/ASD Phase-Out school.

During the transition to charter management of the school(s), LEAD Public Schools proposes that we recreate the innovative leadership structure that is supporting the successful transformation of Cameron Middle School into Cameron College Prep. Specifically, the structure we have found successful ensures both clear lines of responsibility and close collaboration and burden sharing in the mission of whole school improvement and sustainable institution building.

The ASD, while responsible for the phase-out schools, will employ a principal who will be hired for a three-year appointment. The ASD principal will retain all managerial and evaluative oversight of the non-charter employees teaching in the building.

LPS commits to conducting a national search for a school leader to manage the LEAD school responsibilities and employees at the phase-in school. As LEAD management of employees expands, the LEAD principal will assume managerial oversight all school employees. To help bridge the conversion timeline, a Transformation Partnership Coordinator will manage any School Improvement grants, oversee the school’s improvement planning processes, and facilitate collaboration, division of responsibility, and joint operations undertaken by the two school leaders. Together, the TP Coordinator, the LPS principal, and the ASD principal will assume responsibility for coordination and collaboration so that all responsibilities are met and clearly communicated to stakeholders. The singular purpose of this unique leadership structure is to promote whole school improvement that is dramatic and rapid while simultaneously building the capacity for long term sustainability. The unique leadership structure will offer opportunities for significant and meaningful joint professional development and training of the leaders as well as new synergies not previously recognized in school transformation efforts.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.
IV. REPLICATION PLAN & CAPACITY

Provide the following information about the organization’s growth plan and capacity to carry out that plan with quality and integrity.

Note: The term “organization” applies to any applicant or partnership among groups applying to replicate a school model in Tennessee. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.

Network Vision, Growth Plan & Capacity

1. Describe the organization’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee and other states, if applicable. Include: years of opening; number and types of schools; all currently targeted markets/communities and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.

2. Provide, as Attachment 10, the organization’s annual report for the last two years and any current business plan for the organization.

3. Summarize the organization’s capacity to support and ensure the quality and long-term success of the new schools proposed. If the organization’s existing portfolio or growth plan includes schools in other states, explain how Tennessee fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Tennessee. Outline specific tasks and timelines for building or deploying organizational capacity to support the proposed schools.

4. Provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned – including particular challenges or troubles encountered, how you have addressed them, and how you will avoid or minimize such challenges for the proposed schools.

5. What are the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next 5 years? How will the organization meet these challenges and mitigate risks?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

It is an unprecedented time to undertake a courageous transformation of how we operate schools in Nashville. For more of Nashville’s students, teachers, and communities to realize the benefits of full-scale, system-wide reform, it is imperative that not only new but existing schools are strengthened by the results and leadership of proven schools, namely schools like LEAD Academy Middle and High School and the State’s first conversion, Cameron College Prep, that

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are managed with the will, backing, and plan to play an active role in leading the necessary change.

LEAD Public Schools currently operates three schools in Nashville serving 640 students in grades 5-10. LEAD has also taken on the ambitious challenge of undertaking the state’s first charter conversion at Cameron Middle School. Due to the success of our first schools and the need for more high-performing schools in Nashville, LEAD has developed a plan to operate as an independent non-profit charter management organization and create a minimum of 5 high performing, small public 5th-12th grade LEAD Public Schools in Nashville that will, by 2020, provide seats for 4,705 students at full-growth and annually graduate at least 500 low-income college-ready graduates.

LEAD Public Schools will achieve this vision by integrating modern management and effective educational practices. All LEAD schools share the mission of graduating 100% of its students and sending 100% to a 4-year college/university and will implement the uniquely designed LEAD model, which has been designed to instill democratic habits at an early age, develop them through the middle school years, and refine them at the high school level. Our model includes small total student bodies, individualized attention, college-preparatory academic curriculum, creative and engaging project-based learning service-learning opportunities, a unique Responsible Living Program, and a 8-year college counseling and preparation program. At the same time, LEAD Public Schools will continue to partner with community organizations to engage positive programs needed to address our community’s challenges. Ultimately, by combining rigorous academics with a spirit of civic duty and responsibility, LEAD students will return to the community as civic-minded intellectuals armed with a college degree and a desire to impact positive social change.

Unlike other charter organizations, our growth and success is built on partnering with MNPS and the newly created ASD to start and operate a cluster of turn-around public charters under the direct control of LPS. By following this growth plan, we can prompt system-wide change and meet the growing needs of Nashville’s most at-risk students and communities. Additionally, by operating a high-performing network of schools, we can better support the curriculum design, instructional support, financial oversight, and back office resources that great schools require for success. Most importantly, by growing LEAD can raise the general expectation that quality schools are possible for every child.

LEAD is poised to move forward with its far-reaching turn-around strategy. We are excited about the first step — developing and refining the business plan which outlines our plans for growth—and our plan to take-over more chronically low-performing middle schools one grade per year. The current LEAD organization is uniquely positioned to continue opening and operating high-performing charter schools in Nashville. First, LEAD has assembled a capable leadership team that has a clear vision and experience in launching and managing schools, as well as critical operational and finance expertise. Second, it is an unprecedented time for reform in Nashville. The Mayor, School Board, Superintendent, and the philanthropic community are aligned behind reform, making the launching of a CMO model timely and necessary. Third, the CEO and board of directors of LEAD Public Schools are well known within the Nashville community. Finally, LEAD’s local presence, track record, and credibility in Nashville and the education reform movement are invaluable to establishing and maintaining critical relationships with the school district and local communities.

Ultimately, by ensuring that LEAD graduates have the training, skills and attitudes to succeed in rigorous high schools and go on to college, we will dramatically change the economic and
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social futures for these young people and, over time, significantly increase college graduation rates for low-income students citywide. At this scale, by serving as a “proof point” for urban school success, we believe we will have an impact that far exceeds our actual student enrollment.

**Risks and Success Factors:** There are a number of external and internal risks as well as success factors that could have an impact on the ability and timing for LEAD Public Schools to accomplish its goals:

**Risk Factors:**

1. **Facilities:** A significant timing risk is the organization’s ability to find facilities for its schools that meet both physical space requirements and cost constraints. Other charter school operators may also compete for viable sites. The ASD might not be able to deliver facilities on a usable timeline for our phase-in approach to work. MNPS might block us from occupying the conversion facility in a workable timeline. These potential facility risks may impair the organization’s ability to open schools within the planned timeframe. The ability to get affordable financing terms is an additional financial risk. Future possibilities could be to explore the viability of floating a bond measure specifically to finance 10 Nashville charter school facilities. In addition, as other charter operators open, LEAD is open to exploring the option of co-locating schools from different charters/networks to open up additional options (i.e. K-5 run by one network and 5-12 by LEAD).

2. **Charter School Legislation and Funding:** Changes in charter school legislation, regulations, and funding impact the flexibility of the organization to operate its schools in a manner that it deems most effective. Reduction of funding or restricting certain funds for specific uses may encumber the organization in allocating resources to the areas of most need. Additional regulations may impact the amount of management time spent on compliance. Failure to fully fund BEP revenue or for the District to pass through funds can impact the amount of cash needed to cover cash flow if funds are delayed. Changes in the charter school authorization process can impact timing of when schools can open and the amount of work needed to properly submit charter applications to the authorizing agencies. Legislation, regulation, and funding changes often correspond with the positive or negative perceptions of the performance of charter schools. High profile charter school failures by other providers can cause a cascade of additional regulations.

3. **Operational Efficiency, Scalability, Timing:** The organization must ramp up to provide support for existing schools as they continue to scale-up to full capacity, and to support the launch rate of an average of 1 new schools per year through 2016-17. There is risk in the organization’s ability to hire the right people in time, obtaining the right strategic partners, acquiring the right amount of funding in time, and organizing its operations to be efficient. Wrong timing and inefficiency will result in additional costs and potential reduced quality of operations.

4. **School Staff and Student Recruitment:** Each school must have the right mix of staff, both in their areas of expertise and compensation scale, in order for the school to be financially self-sustaining. In addition, the average daily attendance and social-economic background mix of students must be maintained in order for the school to be solvent at capacity.

5. **Stability of Relationship with MNPS and ASD:** The ability of the organization to open and operate schools on time and within the projected budget is dependent on a positive relationship with Metro Nashville Public School, its board of education and the ASD. A
timing and financial risk is created if these relationships cause delays in the charter authorization process or there is a lack of cooperation. Likewise, there is a significant financial and operational risk if the organization’s charter schools develop employee agreements that limit flexibility in hiring and terminating as well as choosing an appropriate salary scale that fits into the school budget.

Success Factors:
1. **Continued Demand for Schools:** The long-term opportunity is that the organization can continue to build even more schools than even specified in the business plan, due to the poor performance of existing Nashville schools and the projected long-term pro-charter environment in Nashville. The efforts of major national foundations including the Bill Melinda Gates Foundation, Walton Foundation and the Broad Foundation to support the development of new small schools have fueled the popularity and demand for these types of schools. The Race to the Top competition and new, friendlier charter environment supports charter schools as a viable means to provide quality choices to parents. In addition, the published successes of improved performance of a number of these new small schools establishes the credibility of this method as a viable way toward education reform and improved performance of students.

2. **Finding the Right Facilities On-time:** Identifying and having the right financial vehicles to obtain school facilities sites is essential.

3. **Building the Right Team:** LEAD has the advantage of an experienced senior management team and board of directors. LEAD has a good start, but as the organization scales up, finding and adding the right people with the right experience and skills is critical.

4. **Leveraging Credibility & Experience:** The organization can leverage the credibility of its management team, board of directors and credibility in significant education reform efforts to harness the ongoing political and resources support it needs to get the job done. The relationships the school, Board and CEO and President/COO have with the Metro Nashville Schools and ASD, the business community, and community groups can be leveraged strategically.

5. **Collaboration with Strategic Partners:** Launching and operating schools is a complex business. There are significant opportunities to partner with other quality school networks and service providers so that the organization can focus on the things that no one else can do as well — and so that school staff can focus on educating kids.

6. **Keeping the Organization Focused:** LEAD is entering a new phase of its existence, shifting to an operational execution phase of opening and running schools. As it grows in this next phase, the challenge and success factor is to keep the organization focused in both its priorities and allocation of resources to the tasks needed for this next phase as it scales up.

7. **Consistent Revenue Generation:** LEAD must keep its seats filled and with a student population that reflects the diversity of the local community to maximize revenue. A future potential opportunity exists for the organization to provide its charter school support services to other non-affiliated charter schools as a for-fee service. The organization will evaluate this option for specific services once it is determined that the delivery of the service has reached a particular level of efficiency and predictability.
Network Management

1. Identify the organization’s leadership team and their specific roles and responsibilities.

2. Explain any shared or centralized support services the network organization will provide to schools. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated between or among schools, and specific service goals. How does the organization know whether it is successfully delivering these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)

The LPS Board of Directors is ultimately responsible for each campus and approves the strategic plan, curriculum strategy, and budget of the entire organization. The Board hires and reviews the CEO and COO who, together, are responsible for overall management of the LPS organization and the results of all schools in the LEAD organization. The Founder/CEO sets the vision, strategic direction, growth plans, and oversees all external relations and fundraising activities, as well as working closely with the President/COO to provide ongoing support to other leadership staff throughout the organization. The President/COO is the primary supervisor for all school-based and functional operations of the organization evaluates the performance of chief officers and is the direct report for School Directors and other leadership staff. Please refer to Attachment 11 for detail regarding reporting relationships and multi-year organization charts.

The President/Chief Operating Officer is responsible for all internal operations of the organization and the efficient supply of operation, legal, contracting, and facility services to the schools and is responsible for coordinating all finance and accounting activities at all schools, including the annual audit, facility financing, budget creation and cash management. He is responsible for the creation and implementation of school budgets, including monthly update meetings with School Directors to discuss budget and actual expenditures. In addition, he is responsible for compliance with all state financial reporting for ADA funding and any state or federal grants. The President/COO is responsible for all technology and information systems at the network level and for providing guidance and support to the schools. He is also responsible for integration and data transfer between systems, including third-party outside systems. The President/COO oversees the work of outside IT consultants and other third-party consultants and providers.

The primary responsibility of the Chief Academic Officer will be to provide assistance and support to the schools. The Chief Academic officer is responsible for the academic performance of all schools, supporting and helping evaluate the School Directors’ performance, instructional leadership development for schools, research and development, overseeing accountability and reporting requirements for schools. Professional Development for new and continuing School Directors and teachers is the cornerstone of sustaining the culture of high expectations and excellence in instruction and is the responsibility of the Chief Academic Officer who are accountable for establishing university partnerships, planning the annual pre service institute for all LEAD Public Schools and for ongoing support to School Directors with school site professional development. (Until the Chief Academic Officer is hired, the CEO and
President/COO jointly own these duties).

School Directors are hired and re-hired on an annual basis based on performance and are hired and terminated by the CEO and President/COO. The School Director is fully responsible for the performance of his/her school and is subject to an annual performance review by the Chief Academic Officer and the local advisory board. All School Directors, staff, and teachers will be employees of LPS. Resumes for the Founder and CEO and the President/COO are included in Attachment 1. Each School Director operationally will have autonomy and responsibility in the following areas:

- Hiring and termination of all school site personnel. (Note: COO or CEO must ratify Terminations).
- Day-to-day management and operations of the school site including management of personnel, student attendance and discipline, and working with parents.
- School-site budgets to the extent that the budgets comply with all applicable funding regulations and LEAD financial management policy.
- Application of the education model within the parameters of LEAD educational model.
- Selection process and operation of the school site advisory council.

Management and Administration: The LPS NeST, the back-office support center, has been designed to integrate modern management and effective educational practices to drive student achievement and support school growth. All LEAD schools share the mission of graduating 100% of its students and sending 100% to a 4-year college/university and will implement the uniquely designed LEAD model.

LPS’s Support Center’s primary objective is to provide effective governance, training, support and services to the campuses, and our students. The NeST ensures effective implementation of the model not only by providing both instructional and non-instructional support services to each campus, but also by assessing campus performance against quality standards and ensuring each campus is effectively executing the core program elements of the LEAD Model.

LPS strives to maintain a balance between preserving the structural integrity of its program and encouraging the spirit of entrepreneurship that characterizes its most successful leaders. Each LEAD campus is expected to adhere to the core program elements while meeting key annual performance indicators and operating within a fixed budget. In turn, school directors and their teams retain significant autonomy in implementing the core program elements and customizing the programs to the needs of their campus.

In conjunction with campus autonomy, LPS seeks to achieve operational efficiency through the centralization of shared service functions in the support center. By centralizing key functions in the home office, the organization will realize economies of scale and enable the development of professional support functions that would be impractical at the campus level. Each campus will employ a School Director of Operations who will serve as an adjunct member of the operations team, oversee site-specific needs, and coordinate school-based business activities with the home office. While the responsibility and accountability for student achievement results lie at the campus level, the home office will play an important role in coordinating corporate governance functions, external relations and fund development.

Quality Delivery of Services: All services delivered to the three campuses have specific business processes defined with clear deliverables and service-level agreements. Performance
against service level agreements is evaluated formally twice per year based on feedback from School Director customers. Success is defined by the ability to deliver within these agreements with a 90% satisfaction rating. Business processes are evaluated routinely for improvement in being customer friendly and accurate. Specific business processes and service level metrics are currently being developed for each service to be delivered.

**Focus on Core Competency:** The primary role of the LPS NeST is to establish the framework and model for the two campuses in the Nashville area. Specialty tasks such as real estate, public relations, and School Director training are better performed with the assistance of organizations and individuals that perform these tasks routinely as part of the specialty. LEAD, however, is completely responsible and accountable for the quality delivery of services whether they are outsourced or not. Therefore, LEAD is responsible for defining the required business processes and service levels as a precondition for outsource service providers. The cost of internal and outsource services is evaluated at least yearly whether to outsource or to bring these services in-house.

**Keeping the Organization Lean, Agile, Scalable:** At the school level, each LEAD campus will have very little administrative overhead. The CEO, Chief Academic Officer, President/Chief Operating Officer, and all directors are intentionally not just overseers but also hands-on managers. There are several major scaling points for the organization. First, many operational functions—such as accounting, payroll, food service, and legal—are outsourced because outsourcers have demonstrated a much better capacity to scale to volume within their specialty. All directors and officers work together as a team to support new and continuing schools. As the organization adds the additional campus, new directors will be added. However, the organization is designed to be a flat collaborative team of self-directed leaders who all work directly with the CEO without bureaucratic layers of reporting levels.

**Reviews of Administrative Operations:** The Board of Directors and the NeST regularly review operations and performance at all campuses, functional areas of the Home Office, and may from time to time conduct internal audits of various functions. School Director evaluations are a key element in annual reviews and/or internal audits as they relate directly to achieving the mission of the school and the administrative performance of the school. As all school employees are “at-will” employees, favorable reviews of operations and documented performance toward achieving the mission directly affect the School Director’s annual evaluation and support a strong performance management approach implemented in all LEAD Public Schools.

**Reviews of Program Operations:** The NeST and the Board of Directors review student and school performance annually based on TCAP and Stanford-10 or NWEA results and other measures noted below. The LPS Board receives updates at every board meeting on many of these key measures of program operations. Additionally, the Board of Directors, through direct observations and input from various school communities, reviews executive management and administrative practices annually. LEAD will provide the ASD annually with a complete performance report that will include the following elements:

- Data demonstrating student progress towards the goals and outcomes specified in earlier sections of this application based on the assessment tools and techniques set forth in those sections. To the extent that it is feasible to do so without compromising student confidentiality rights, this data will be displayed on both a school-wide basis and disaggregated by appropriate racial and/or ethnic categories.
- A summary of significant policies or decisions established by LEAD's Board of Directors.
- Data indicating the level of parental involvement with LEAD schools, as well as the results of any surveys of parental and student satisfaction.
- Identification of the faculty and staff employed by each LEAD Public School and a description of their qualifications and achievements.
- Data demonstrating LEAD’s success in serving a racially and ethnically diverse student population.
- A summary of LEAD’s admission practices and experience, including the number of students enrolled, the number on waiting lists, and the number expelled or suspended.
- An analysis of the resolution of any disputes or complaints.

**Successful delivery of services:** Each year in the spring LEAD initiates is annual planning cycle and each functional area of the back office, each school, and the board of directors develop annual plans with goals and agreed upon metrics for assessment. These plans are reviewed quarterly and in the case of the schools on a 9-week cycle. Supporting this annual planning work is the use of dashboards and regular reporting functions to communicate areas of success, progress, and if necessary, a change is approach. See below for an excerpt of the annual plan goals for LEAD Academy High School.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Assessment Metric</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>Total enrollment for the year we be 150 students in grades 9 and 10. <strong>LEAD Academy High</strong> will achieve a persistence rate of &gt;90% for both 9th grade and 10th grade.</td>
<td>Enrollment is calculated as weighted average enrollment during the entire year. Persistence percentage is calculated as the number of students ending the year with LEAD who were also counted on the August 20th count day.</td>
</tr>
<tr>
<td><strong>Student Performance</strong></td>
<td>We will maintain and improve the academic performance of our students as measured by EOC, attendance, GPAs, and suspension data.</td>
<td>9th and 10th grade EOC scores exceed the scores of every MNPS school with &gt;75% poverty. 85% of students have GPAs of 2.0 or greater. School-wide average daily attendance averages 96%. Total suspensions will be reported via Chancery and compared to prior year.</td>
</tr>
</tbody>
</table>
3. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, professional development, culture, staffing, etc.

<table>
<thead>
<tr>
<th>Function</th>
<th>Network/Management Organization Decision-Making</th>
<th>School Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Goals</td>
<td>Functional directors with CEO/COO approval.</td>
<td>School Directors with CEO/COO approval.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>CAO with oversight from CEO/COO.</td>
<td>School Director implements and is able to innovate within the LEAD Model as long as major design elements are met.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Instructional PD overseen by CAO.</td>
<td>Site based PD provided by School Directors, Curriculum Directors, and outside professionals.</td>
</tr>
<tr>
<td>Data Management and Interim Assessments</td>
<td>CAO selects assessment tools with School Director input.</td>
<td>School Directors implement and provide local data driven instructional support.</td>
</tr>
<tr>
<td>Promotion Criteria</td>
<td>CAO responsible for consistent implementation across schools.</td>
<td>School Director decision with CAO approval.</td>
</tr>
<tr>
<td>Culture</td>
<td>Surveys, observations, and peer reviews assess Culture, Look and Feel, and College Focus of each campus</td>
<td>School Directors responsible for maintaining the LEAD Culture, Look and Feel, and College Focus.</td>
</tr>
<tr>
<td>Budgeting, Finance, and Accounting</td>
<td>COO/CFO with oversight with support from Finance Committee.</td>
<td>School Directors are accountable to meet agreed upon staffing and instructional cost targets.</td>
</tr>
<tr>
<td>Student Recruitment</td>
<td>COO works with School Directors to set goals.</td>
<td>School Directors have authority to enroll additional students beyond the goal at their discretion.</td>
</tr>
<tr>
<td>School Staff Recruitment and Hiring</td>
<td>Staffing levels agreed upon annually with COO/CAO.</td>
<td>School Directors make hiring decisions for all site-based staff.</td>
</tr>
<tr>
<td>H/R Services (payroll, benefits, etc)</td>
<td>COO/CFO ensure services are provided to all sites.</td>
<td>School Directors responsible for accurate staff attendance reporting.</td>
</tr>
<tr>
<td>Development</td>
<td>CEO and Dir. of External Relations work with COO to set goals.</td>
<td>Centralized function. Small site-based initiatives as discretion of School Directors (bake sale, for ex.)</td>
</tr>
<tr>
<td>Community Relations</td>
<td>Managed centrally.</td>
<td>Provide support and staffing if necessary.</td>
</tr>
<tr>
<td>I/T</td>
<td>Managed centrally.</td>
<td>Responsible for safety/security of equipment on daily basis.</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>Managed centrally.</td>
<td>Responsible for safe daily use and timely reporting of concerns.</td>
</tr>
</tbody>
</table>
Vendor Management / Procurement | Managed centrally. | School Directors procure instructional support materials within budgeted levels.
---|---|---
Other operational services, if applicable | Transportation, for example, is managed centrally. | School Directors support transportation staff relations with students and parents.

4. Provide, as Attachment 11, the following organization charts:
   a) Year 1 network as a whole (including both network management and schools within the network)
   b) Year 3 vision for network as a whole
   c) Year 5 vision for network as a whole
   d) Year 1 school-level organization chart
   e) School-level organization chart at full expansion for 1 school

The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organizational charts should likewise present clear lines of authority and reporting within the school. If the governing board would contract with a charter management organization or other education management provider, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Please refer to Attachment 11 for multi-year Organization Charts.

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**Governance**

**Legal Status and Governing Documents**
Describe the legal status of each proposed school, including whether the entity proposing to hold the charter is already incorporated and whether you have obtained federal tax-exempt status. Provide the following in Attachment 12: a copy of the Articles of Incorporation for the entity proposing to hold the charter (if filed), as well as proposed board bylaws and policies. As Attachment 13, provide a completed and signed Statement of Assurances.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

LEAD Public Schools has been organized as a Tennessee non-profit corporation per the Charter School Act of 2002, and has received a determination letter evidencing it is a 501(c)(3), tax-exempt organization. Please see Attachment 12 for the Articles of Incorporation, 501(c)(3) determination letter, and the by-laws of LPS. Each LEAD school is incorporated as a Tennessee Nonprofit LLC and is a member of the consolidated entity, LEAD Public Schools (LPS). LPS is the sole member of each nonprofit LLC. This structure affords LEAD schools several advantages related to being a part of the LEAD Public Schools network of charter schools, including the expertise of its board of directors and the administration of back office functions by its home office staff. The LPS board of directors is the governing body accountable for the fiduciary, legal, compliance, and operational activities of the organization.

LEAD Public Schools
Governing Board

1. **Governance Structure and Composition.** Describe the governance structure at both the network and school levels. Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, how what is the plan for satisfying the statutory requirement that a parent of a child at each school serve on the governing body? Describe the size, current and desired composition for each board.

2. **Roles and Responsibilities.** Describe the primary roles and responsibilities of each governing board, including the relationship between governance and school leadership. List all currently identified board members and their intended roles. Summarize their interests in and qualifications for serving on the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.

3. **Board Creation/Transition.** If the Founding Group is not the governing board for the network or for proposed new schools, explain how and when the Founding Group will transition to the formal governing board, and how the Founding Group will support the proposed schools during start-up and in the longer term. In Attachment 14, provide a completed and signed Board Member Information Sheet for each proposed Board member.

4. **Pre-Existing Nonprofit Organization.** If this application is being submitted by an existing nonprofit organization or institution other than a charter school governing board:

   Will the existing nonprofit board govern the proposed schools? If so, what steps will the existing board take to transform its board membership, mission and bylaws to support the charter school expansion/replication plan? If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the current board will be.

5. **Procedures.** Explain the procedure by which board members have been and will be selected. How will the board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Open Meetings and Open Records laws. See T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504. Additional guidance is available from the Office of Open Records Counsel.

6. **Ethics and Conflicts of Interest.** Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 15, the board’s proposed Code of Ethics and Conflict of Interest policy.

7. **Advisory Bodies.** Describe any network- or school-level advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the governing board and
6. **Board Expansion, Development, Succession.** Explain the plan for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.

**Governing Structure and Composition:** The LPS Board is currently composed of a minimum of five directors and a maximum of fifteen directors, with each director serving a three-year term. The terms are staggered, to the extent possible, so that there are an equal number of directors’ terms expiring each year. Directors who have served two successive three-year terms will not be eligible for re-election until a lapse of at least one year. In addition to the elected Directors, each of the Chief Executive Officer and Chief Operating Officer serve as *ex officio* members of the Board. There are four Standing Committees of the LPS Board, each comprised of at least three members, including a Finance and Audit, Executive, Marketing and Development, and Academic Committees.

**Roles and Responsibilities:** The LPS Board of Directors is ultimately responsible for each campus and approves the long-term strategic plan, curriculum strategy, budget, etc. of the entire organization. The Board hires and reviews the CEO and COO. School Directors are at-will employees hired at the discretion of the CEO/COO and have evaluations and compensation adjustments made on an annual basis according to agreed-upon performance expectations. The School Directors, in turn, will be responsible for selecting teachers and staff for their school. All School Directors, staff, and teachers will be employees of LPS. The Finance and Audit Committee of the Board of Directors shall annually oversee the selection of an independent auditor and the completion of an annual audit. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and will verify the accuracy of LEAD’s financial statements, including its Balance Sheets, Income Statements, and Cash Flow Statements, attendance and enrollment accounting practices, and review internal controls.

The LPS Board approves the budget for each campus and also the consolidated entity on an annual basis. In accordance with state law, all LEAD schools’ fiscal years will run from July 1 through June 30; therefore, budgets will be submitted by June 1 each year.

The Board of Directors serves two core purposes: to hold the Network Support Team accountable for the continued success and healthy management of the schools and to generate support for the schools in the local financial and political communities. The LPS Board as a whole holds the following responsibilities and agrees to:

1. Uphold and preserve the school’s mission and values. The mission of LEAD is to cultivate in its students the character and academic skills needed to succeed in rigorous high schools and colleges and to become productive citizens in the world beyond. Each individual board member must fully understand, believe in and support the mission and values of the school. It is the Governing Board’s responsibility to fully support the
school’s mission and values, and to review the mission statement periodically to ensure that their governance aligns with this mission.

2. Support the CEO and review his or her performance. The board should ensure that the CEO has the professional support s/he needs to further the goals of the school. The CEO, in partnership with the entire board, should decide upon a periodic evaluation of the his/her performance and the performance of all employees.

3. Govern meaningful planning. As stewards of the school, the board must actively participate with the CEO in the organization’s long-term planning process and assist in implementing the resulting plan. In creating this plan, the board considers the long-term goals for the following: funding, community image, school programs, legal obligations, financial standing. The board researches these areas and creates a long-term plan for the CEO to employ.

4. Assure adequate resources. One of the board’s foremost responsibilities is to assure that there are adequate resources for the school to fulfill its mission. The board and each individual board member works in partnership with the CEO and development staff, if any, to raise funds from the community. Every board member must contribute to the school financially in some measure.

5. Manage resources effectively. The charter school board, in order to remain accountable to the charter authorizer, parents and students, its donors, the public, and, to safeguard its tax-exempt status, must approve the annual budget and ensure that proper financial controls are in place.

6. Monitor the school’s academic programs and services. Each year the board works with the CEO to review past school performance and set goals for the organization’s academic program and student services.

7. Monitor and ensure compliance with Department of Education regulatory statutes. The board should review school policies and programs to ensure compliance with state and Federal regulations.

8. Enhance the school’s public image. LEAD’s primary link to the community, including constituents, the public, and the media, is the board. As part of a comprehensive public relations strategy, the board should articulate the school’s mission, accomplishments, and goals to the public, while garnering support from important members of the community.

9. Assess its own performance. It is the board’s responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. It should begin this annual discussion by evaluating its success as a board. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved.

Board Creation and Transition:
The Founding Group is already governed by LEAD Public Schools and LPS will continue to govern current and future schools.

Pre-existing nonprofit organization: Not Applicable as LPS is an existing non-profit charter school governing board.

Procedures, Ethics, and Conflicts of Interest: LEAD Public Schools is a 501c3 nonprofit entity with a self-perpetuating board of directors of between 5 and 15 members. The board
includes a parent of a current student, skilled and experienced business executives, an attorney, a local member of the judiciary, and educational entrepreneurs, among others. As LEAD expands to serve more students it expects the board will grow to include additional parent representatives and under state law is able to incorporate sole member nonprofit LLCs as subsidiaries for each school that it operates. This structure allows us to operate as an efficient consolidated enterprise, while also allowing for individual school boards if necessary. As the CEO and other board members meet people in the business, political, educational and grassroots community, they consider them for their potential to become board members. Through informal discussions, the CEO will first determine if the potential board member fully supports the LEAD philosophy and mission. At the same time, he will question the potential board member to determine if that person possesses any of the desired traits or skills of a Governing Board member. Once the CEO has initiated the formal screening process, he will bring the candidate’s name before the LEAD Board of Directors who will have the power to vote the candidate onto the board and extend a formal invitation to sit on the LEAD Board of Directors.

The board meets at least once per academic quarter and once in the summer in compliance with the Tennessee Open Meetings Law, (T.C.A. § 8-44-102, et. seq.,) to review LEAD’s operations, consider and adopt policies and consider requests and concerns from parents, students, and instructors. It will exercise its fiduciary duties with respect to financial oversight, adherence to the school’s charter, compliance with applicable state and federal laws, and commitment to LEAD’s goals and mission. None of the board members will be compensated for their service.

The Board of Directors and all relevant committees meet regularly to ensure that its fiduciary duty is maintained. At each meeting, the Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, School Director reports, new business and other items. The Board will also serve as the last resort for issues that arise that cannot be resolved by the active parties. A standing Grievance and Policy Review Committee will review all complaints against instructors, the School Directors, or discipline issues that the LEAD administration and staff cannot handle. The board will legally hold tangible assets of the school and the board is responsible to all interested parties for their good use. The board will also serve to link the school to the community. Board members will be required to sign a conflict of interest form and to avoid matters, which may affect their interests. In compliance with the Charter School Act of 2004, board membership includes a parent representative. The Parent Representative is a full voting member of the LEAD Public Schools Board and sits on the Academic Committee, which has oversight responsibility for the individual schools and their advisory boards. The Parent Representative also is responsible for representing the LEAD Public Schools Board at the advisory council meetings and events. Terms of board members are staggered. Officers include a President, Vice-President, Secretary, and Treasurer. Committees to address other specific areas will also be formed, including a personnel committee, fundraising committee, curriculum committee, and an assessment and accountability committee. Please see Attachment 15 for the LEAD Conflict of Interest Policy.

Advisory Boards: LPS utilizes community advisory councils comprised of members of the school and local community to ensure effective pathways of communication to the board exist. Community advisory councils are comprised of parents, staff, and community members and work directly with the campus School Director in support of effective school operations, parent communication, additional community and parental involvement, and identifications of concerns.
**Board Expansion, Development, and Succession:** LEAD nominates members to its governing board based on many criteria, including experience, skill set, diversity, and commitment to the school and its mission. The board meets annually to review its goals and improve its effectiveness as a governing body. The nominating committee evaluates new board members regularly and brings them to the board for discussion and approval.

**School Management Contracts**

*If applicant does not intend to contract with an education service provider or management organization, mark “Not Applicable” and skip to next section.*

If any proposed school intends to contract with a charter management organization or other education service provider (ESP) for school management, provide the following information (and provide the requested documentation as Attachment 16):

a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

b. A draft of the proposed management contract detailing all of the above terms;

c. Explanation of the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;

d. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

e. Evidence that the service provider is authorized to do business in Tennessee.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**Not Applicable**

**Grievance Process**

Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

The purpose of our grievance policy is to aid parents in securing at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints. Complaints about school personnel will be investigated fully and fairly. Whenever a complaint is made
directly to the LEAD Board of Directors as a whole or to a Board member as an individual, it will be referred to the Executive Committee for study and possible solution. An employee who is the object of a complaint will be informed promptly and afforded the opportunity to present his or her version of events. The goal of the Grievance Policy is:

- To establish a simple framework for addressing concerns
- To provide for prompt resolution of concerns.
- To ensure that all parties will participate in a cooperative manner to resolve concerns.
- To ensure that most concerns will be handled without resorting to this procedure beyond Step 1.
- To assure that the system has a procedure to receive citizens' concerns in an orderly fashion to achieve the best possible educational program for students.

A. STEP NO. 1: DIRECT CONVERSATION: If a parent has a disagreement or misunderstanding with an instructor, the parent should address the concern to the specific instructor directly involved with the circumstances surrounding the concern. The staff member will meet with the parent as soon as possible, but in no case longer than five (5) school days after the instructor has been notified of the concern (subject to change by mutual agreement). The parent should calmly and respectfully request such a meeting both verbally and in writing.

B. STEP NO. 2: FACT AND POSSIBLE RESOLUTION: If a parent or the instructor is not satisfied with the outcome of Step No. 1 or the parent/instructor is unwilling to meet independent of an administrator, a meeting with the instructor, appropriate administrator, and parent will be arranged at a mutually convenient time, but in no case more than five school days after the meeting in Step No. 1. This step is to be informal and verbal. No further action will be taken beyond Step No. 2, unless the parent submits in writing a signed and dated statement of facts giving rise to this concern, the name of the accused instructor, and the remedy sought. It is imperative that all parties involved maintain a professional demeanor at all times.

C. STEP NO. 3: FORMAL PROCESS: If a parent's concern is not satisfactorily resolved at either the first or second level, the parent should then refer this concern to the Dean of Instruction in writing. At that time another meeting will be arranged at the convenience of the parent and staff member directly concerned, but in no case later than ten (10) school days (subject to change by mutual agreement). The staff member has the right to be at all meetings with or without a representative as he/she so determines. The School Director or his/her designee will supply written dispositions to all parties within five school days. Copies of the disposition will be sent to the Board of Directors. The disposition may also be placed in the instructor's personnel file when deemed appropriate by the School Director. The instructor and parent shall be informed if the letter is to be placed in the personnel file.

D. STEP NO. 4: EXECUTIVE COMMITTEE: If either party is still dissatisfied with the outcome of Step No. 3, the problem will be placed on the agenda of the next regularly scheduled Executive Committee of the LEAD School Board. The meeting will be held in executive session with only the members of the Committee and the affected persons present.

E. STEP NO. 5: EXECUTIVE SESSION: If either party is still dissatisfied with the outcome of Step No. 4, the problem will be placed on the agenda of the next regularly scheduled Board of Directors meeting. The meeting will be held in executive session with only the Board of Directors members and the affected persons present.

F. DISPOSITIONS: Dispositions of all meetings will be rendered in writing within five school days of the meeting with reason(s) stated.
G. REPEAT CONCERNS: If a parent believes there has been a repeat of the previous concern, they may go directly to Step No. 3 - "Formal Process."

Performance Management

ASD will evaluate every charter school’s performance annually and for renewal purposes according to a set of academic, financial and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations including fulfillment of the governing board’s fiduciary obligations related to sound governance.

Applicants may propose to supplement the ASD’s performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that schools will have. State your goals clearly in terms of the measures or assessments you plan to use. If your network-level and school-level goals and targets will be the same, simply state so.

2. Describe any mission-specific organizational goals and targets that schools will have. State your goals clearly in terms of the measures or assessments you plan to use. If your network-level and school-level goals and targets will be the same, simply state so.

3. How will the performance of existing schools inform replication and continued growth decisions?

4. In addition to the mandatory TCAP assessments, 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 curriculum, performance goals and state standards.

5. Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the organization will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

6. Describe the information system the organization will use to manage student performance data. How will the organization track, analyze, and report student data across campuses?

7. Explain the training and support school leaders and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

LEAD Public Schools
Measuring success is consistent with the values, goals, and operating principles of the entire LEAD Public Schools organization. We understand that excellence happens through continuous improvement, a value clearly demonstrated in the approach we have taken toward research and refinement, curricular development, and the sharing of best practices.

Through our partnerships, internal capacity, and use of key performance metrics and ongoing development of performance dashboards, we will be able to ensure staff and instructors have the real-time information they need to adapt and personalize instruction. However, since our culture of excellence demands that our students have more than academic skills, staff will also assess student behavior, personal development, and service to our community. When the results come back, the whole school autopsies the results, mining what worked and what didn't so that we can exchange ideas for how to improve all students and then implement the strategies.

To put our beliefs in action and to meet our mission and vision, staff and management have created common performance metrics to provide our teachers, Board of Directors, funders, and the public with a variety of tools that strengthen our operations and reinforce our culture of excellence and continuous improvement. By standardizing an immense amount of information and data in these tools—from achievement, academic progress, operations, management, and school performance—we are able to accurately measure performance, make the right decision at the appropriate time, and get and keep the right people in the right jobs. Each school will be accountable for the following:

- Meeting and exceeding all applicable State and Federal accountability standards for public charter schools including the federal “No Child Left Behind” Act. This includes compliance in administering required Tennessee State standardized testing.
- Meeting and exceeding all applicable State, Federal, and Local laws and regulations including but not limited to legal, finance, accounting, labor, zoning, and building codes.
- Adhering to the non-negotiable principles of the LEAD educational model.
- Meeting or exceeding annual AYP growth targets and expected to annually increase the percentage of students performing at proficient or advanced levels on interim standards-based assessments and on annual TCAP Tests.
- Maintaining a minimum of a 95% annual attendance rate for all grades.
- Ensuring that the student body reflects a mix of ethnic and economic background students at least as diverse as the student body of the local district of MNPS.
- Staffing school with teachers who have the appropriate credentials and demonstrate the ability to engage students in learning.
- Survey results will reflect high employee satisfaction and student/parent satisfaction rating of at least 85% in overall satisfaction.
- Parents are provided the opportunity to participate in a minimum of four Saturday Parent Academy sessions focused on the parent’s role in supporting their children to meet the required commitment for parent participation.
- A portfolio is created and maintained for each individual student.
- Accurate, timely, and complete financial results will be produced monthly along with comparison to budgeted amounts and projected future cashflows.
- Weighted metrics are used to measure progress and are linked to performance incentives and growth.

**ACADEMIC OUTCOME GOALS:** Each LEAD school is part of a network of charter schools
managed by LEAD Public Schools (LPS). LPS plans for all of its schools to be at the forefront of the state in educating at-risk youth. In time we will prove that all students, including those that come from disadvantaged neighborhoods and homes, can compete with the best students in the country when given the appropriate opportunities and environment.

As a college-preparatory network, LEAD Public Schools will analyze data that not only represents students’ academic growth, but also captures their progress in college to ensure that our school is meeting the mission of the organization to prepare students for success in a college or university. The data on student matriculation, retention, and college success will be used to evaluate the efficacy of our approach and to make appropriate modifications. To help us reach our goal of graduating 100% of our students, LEAD Public Schools has developed the following academic goals:

1. LEAD students will achieve competitive reading and literacy proficiency at all grade levels resulting in verbal and written fluency, as measured by:
   - Performance in state tests (TCAP, End-of-Course), Performance in PSAT and SAT
   - Individual Student Portfolio, Course grades, Quarterly LEADership Contracts

2. LEAD students will demonstrate their acquisition of the principles and methods of mathematics, computer science and other sciences resulting in increased problem solving, critical thinking, technology and mathematical reasoning skills, as measured by:
   - Performance in state tests (TCAP, End-of-Course), Performance in PSAT and ACT/SAT
   - Individual Student Portfolio, Course grades, Effective application of computers and technology, Quarterly LEADership contracts

3. LEAD students will demonstrate proficiency in the social sciences and will engage in community service opportunities as part of the school curriculum, as measured by:
   - Performance in state tests (TCAP, End-of-Course), Performance in PSAT and ACT/SAT
   - Individual Student Portfolio, Course grades, Quarterly LEADership contracts

4. LEAD students will be prepared to enroll and compete in a higher education environment upon graduation from high school, as measured by:
   - Performance in state tests (TCAP, End-of-Course), Performance in PSAT and ACT/SAT, Course grades
   - Individual Student Portfolio, Performance in AP Examinations, Performance in college-level coursework
   - Performance in internships, institutes, and other academic activities
   - Effective application of computers and technology, Quarterly LEADership contracts, Attendance in school-sponsored college visits

5. LEAD students will develop an appreciation of aesthetics, arts and humanities through active participation in art, music, drama, dance and other forms of expressions across cultures, as evidenced by:
   - Performance in state tests (TCAP), Individual Student Portfolio, Course grades
   - Performance in artistic programming (i.e. drama, band, art shows, etc.)
   - Participation in learning expeditions
   - Quarterly LEADership contracts, Attendance in after-school programs

6. LEAD students will demonstrate a thorough understanding of the importance of physical, emotional, social, and self development, as measured by:
   - Participation in physical education, healthy living program, and extra-curricular

LEAD Public Schools
activities
- Performance in physical education and healthy living program coursework
- School attendance rates
- Rate of teen pregnancy and incidence of ATOD use
- Annual surveys of student’s career goals and plans
- Rates of disciplinary violations
- Community surveys and demographic research

7. At-risk, learning disabled, and non-native English speakers will demonstrate improved academic performance in all content areas, as measured by:
- Performance in state tests (TCAP), Individual Student Portfolio, Course grades
- Progress in meeting IEP Goals
- Performance in specialized courses (remedial, ESL, academic mastery, etc.)
- Parent satisfaction surveys

8. LEAD Public Schools has developed mechanisms for engaging in replication strategies and sharing of our mission, performance, and challenges through:
- Partnerships with local, state, and national schools, districts, and instructors
- Training programs, Research activities, Publication and dissemination activities
- Special programs such as conferences, symposia, workshops, and meetings, etc.
- Partnerships with local, state, and national universities, colleges, and organizations
- Development of replication materials

9. LEAD will measures its ability to prepare and send more students to 4-year colleges/universities by measuring:
- **Matriculation rates**: LEAD will track how many students have been accepted to at least one four-year college or university, and of that number, how many students begin attending within one calendar year after high school graduation.
- **Retention rates**: LEAD will measure the percentage of students still enrolled in their original college or university, percentage of students at transfer institutions, and the percent attending community colleges.
- **Academic achievement**: LEAD analyzes students’ semester grades and grade point averages in order to determine college preparedness and which aspects of the LEAD curriculum or program might be modified in order to ensure more consistent student success in post-secondary work.
- **Post-secondary graduation rates**: LEAD will measure college graduation rates of all alumni.

**ORGANIZATIONAL GOALS:** At LEAD Public Schools, we expect the best from our staff—from our School Directors to our teachers and our bus drivers. Our hiring process is comprehensive and focuses on three unwavering qualifications: expertise in a chosen field, commitment to serving under-served students, and most importantly, a passionate commitment to doing “Whatever it Takes” for our students to succeed.

LEAD instructors collaborate weekly, are organized into small groups led by an experienced lead instructor, and participate in a peer coaching system; thus, the ability to work effectively in a team environment is just as imperative for our students as it is our instructors. To model leadership and respect that it is a life-long process required extraordinary personal commitment, all LEAD instructors are given one-year, “at-will” contracts that stipulate that a comprehensive system of evaluations and assessments will be used to evaluate their classroom, cultural, and
community leadership. To successfully meet their expectations all instructors must be:

- **Trained:** All instructors are expected to participate in pre-service training the summer before their first classroom leadership assignment. New teachers are required to successfully complete our “new instructor” training program, which includes additional training days prior to the beginning of each school year.
- **Assessed:** In reviewing performance, evaluators begin with the most basic key performance indicators: Tennessee state and local assessment tools. Next, an assessment matrix is created from the instructor’s performance contracts, a minimum of five in-person peer classroom reviews, and a comprehensive assessment. Finally, conferences are held between the evaluator and the instructor in which all sectors of their year are reviewed, discussed, and evaluated.
- **Committed:** All instructors are expected to participate fully in the life and community of LEAD. Instructors are expected to continue their education and every effort will be made by LEAD Prep and its instructors to support these training opportunities.

Accordingly, we will measure ourselves against the following instructor goals:

- Every instructor will maintain an attendance rate of 95%, including Saturday classes.
- Every instructor will submit provisional lesson plans for each semester. First semester lesson plans will be submitted the Monday before the first day of classes and second semester lesson plans will be submitted prior to the winter holidays.
- Every instructor will participate in a two-week summer program each year.
- Every instructor will score a satisfactory or better on end-of-semester student evaluations.
- Every instructor will complete thirty hours of professional development training each year.
- Every instructor will conduct thirty observation hours inside or outside the school. Off-campus observations are encouraged and require prior approval from the School Director.
- Every instructor’s student performance measures will comprise a significant portion of their evaluation, in accordance with TN State law.

**SCHOOL-SPECIFIC GOALS:** What makes our schools and organization successful will be our culture of excellence. Therefore, instructors, staff, family members, and community members are held to the same high standards as our students, including expecting all to commit to our goals of developing students with the academic skills and strength of character needed to transform our community. To provide our students with the most comprehensive academic, social, and emotional support systems, we have developed a holistic approach to education that includes increased parental involvement, social engagement to better integrate students into the communities in which they live, expeditionary learning programs to stimulate alternative learning styles, community engagement to encourage them to give back to our communities, and, above all else, high expectations which will, in turn, produce observable improvements in our students' social and academic performance. To fulfill our promises to our students, families, and community, LEAD has dedicated itself to the following objectives:

- To promote, maintain and insure the safety, health and well being of every child within our community.
- To develop every child’s self-confidence, self-worth and purpose through a rigorous
leadership development program.

- To promote, maintain and strengthen the family structure.
- To employ, train, and support quality staff and volunteers who express a genuine passion to the principle that every child can flourish in a challenging, dedicated, integrated environment.
- To promote community participation by partnering with every family, child, individual, and organization that commits him/herself to involving themselves in the lives of our students and community.
- To refuse to abandon any child to failure.
- To support every child in our community by providing early and continuing education to every child and their family.
- To search out economically and educationally distressed communities and intentionally develop programs that provide positive environments for all children.

We are committed to the following non-academic goals:

1. LEAD will provide a safe and nurturing student-centered learning environment that focuses on the holistic development of students and their families, as measured by:
   - Number of auxiliary/support services offered and used by students
   - Student and Parent Satisfaction Surveys and Focus Groups
   - Parental engagement
   - Student discipline reports
   - Quantity and quality of school-based services for families, including: health, legal, social work, training, etc.
   - Quantity and quality of extra-curricular programming for students

2. Parents at LEAD will be engaged as partners and will be full participants in all aspects of the school’s operations and governance, as measured by:
   - Levels of parent volunteerism
   - Levels of parental participation among paid staff
   - Levels of parental participation in Parent Advisory Board and other committees
   - Quantity and quality of training and adult education programs

3. LEAD will implement efficient and cost-effective administrative and operational practices to ensure that the necessary human and resource infrastructure is in place to address areas such as: personnel, finance, enrollment, facilities, nutrition, etc., as evidenced by:
   - Annual School Operational Plan
   - Monthly reports to the Board and Board Committees
   - Budget vs. Actual reports
   - Relevance and effectiveness of staff orientations, benefits, and training
   - Annual facility inspections

4. LEAD will capitalize on the formation of organizational partnerships as a strategy for maximizing resources, tapping on financial sources, and leveraging public support, as evidenced by:
   - Number of organizational agreements
   - External funding base
   - Service agreements
**Information System:** The mission and vision at LEAD is to provide a rigorous academic program that will prepare each of our students for 100% high school graduation and acceptance by a 4-year college/university. At LEAD, we do not measure student achievement using tests alone. Research finds it is important to consistently identify the gap between actual and desired performance and suggest actions that will successfully close that gap. Assessments at LEAD offer the additional opportunity to analyze a student’s strengths and weaknesses and provide enough information for instructors, parents, administrators and “Crew” groups to map out an improvement strategy. This includes differentiating instruction, increased time on task, and the need for individualized help.

The variety of assessments and feedback tools derives from our belief that the best schools monitor and adjust instruction during the year, rather than waiting for high-stakes state tests to make summative judgments at the end of the year when it’s too late to make a change. Therefore, assessment is a key component of LEAD instructional methodology.

At LEAD Public Schools, we have designed our reporting and assessment protocols to create and foster a low-stakes, no-blame climate in which we undertake constant reviews of learning and instruction to ensure the most effective instruction methods are employed so students are learning to their fullest potential. This will allow for instruction to be data driven.

At LEAD Public Schools, we are focused on student learning. Therefore, instructors work collaboratively, both on their campus as well as with instructors at other LEAD campuses during Network Professional Development Days (held once per month) to examine what is working and what is not and find the best way to see that all of our students reach their potential. Consequently, quality assessments need to be employed and the results analyzed to focus instruction. Assessment practices at LEAD drive instruction. Additionally, instructors and students collaborate to develop standards-based criteria for quality work so that students and instructors have consistent and explicit criteria to monitor theirs progress.

Instructors will use effective assessment practices by employing multiple assessments on a daily, weekly, quarterly and yearly basis. To fulfill state and federal No Child Left Behind (NCLB) requirements, all LEAD students will take the TCAP and End-of-Course tests each spring and the writing assessments in January/February. LEAD Prep Southeast will follow all state regulations and guidelines when administering the TCAP. As a school, our foundational goals begin with students meeting the proficiency requirements detailed in the State of Tennessee No Child Left Behind plan.

**School Leader Training:** A comprehensive professional development program is also in place for administrators, which includes the following:

- **Coaching:** LPS Support Center staff provides individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.

- **Key Results:** The LPS Support Center facilitates a Key Results session at one of the schools each month. During these sessions, the School Directors go to the other school for 3 hours. During this time, the host School Director provides a focus question for the session centered on instruction. School Directors walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help School Directors share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.

- **95/5:** We believe that 95% of an administrator’s time should be spent at the school site...
and 5% should be focused on professional development. 95/5s are monthly, half-day professional development sessions for School Directors and Deans. These sessions, led by the LPS Support Center, focus on the themes that have emerged as the most relevant based on coaching sessions.

Human Capital

Network-wide Staffing
Complete the following table indicating your projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serves the network 50% or more. Please adjust functions and titles as needed to reflect organizational plans.

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<th>Year</th>
<th>Number of middle schools</th>
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<th>Year 3</th>
<th>Year 4</th>
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<td>Number of high schools</td>
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Management Organization Positions

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<td>3</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Central Office FTEs</strong></td>
<td>14</td>
<td>23</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

**LEAD Public Schools Staff (5-12)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of School</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Directors</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Directors of Curriculum &amp; Instruction and Instructional Coaches</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Deans of Culture</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Office Managers/Receptionists</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Business Managers</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Paraprofessionals/Aides/Translators</td>
<td>11</td>
<td>18</td>
<td>23</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Translators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>70</td>
<td>120</td>
<td>160</td>
<td>203</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>14</td>
<td>21</td>
<td>27</td>
<td>31</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>Total FTEs at all LEAD Public Schools</strong></td>
<td>120</td>
<td>195</td>
<td>251</td>
<td>311</td>
<td>353</td>
<td></td>
</tr>
<tr>
<td><strong>Total network FTEs</strong></td>
<td>134</td>
<td>218</td>
<td>278</td>
<td>339</td>
<td>382</td>
<td></td>
</tr>
</tbody>
</table>

**School Staff Structure**

1. Complete the table(s) below outlining your school staffing rollout plan for a “typical” elementary school and/or a “typical” high school, as applicable.

**LEAD Public Schools 5-12 Rollout Staffing Model**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEAD Public Schools
2. Describe the administrative and staff structure planned for each school, including the number and types of positions. Note the teacher-student ratio, as well as the ratio of adults to students for the school. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Each LEAD public school is designed to start with the leadership and staffing structure noted in the chart above in years 1 - 6. Modifications will, of course, be made to accommodate increases or decreases in enrollment, and variations in ELL, Special Education, Life Skills, and/or other enrollment demographics. Student to staff ratios range from 7.8 students per staff member in year one to 10.6 students per staff member at full enrollment.

School Leadership & Staffing Plans, Hiring, Management and Evaluation

1. Explain the relationship that will exist between each school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If there will be employment contracts, explain their general terms. Provide, as Attachment 17, any personnel policies or an employee manual, if developed.

2. Outline proposed school salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

3. Describe your strategy, plans, and timeline for hiring school leaders. Explain your pipeline and process for developing or identifying leaders. Who will lead this process? What are its phases and associated costs?

4. Describe your strategy, plans and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design. What aspects of teacher recruitment and hiring will be managed at the school level vs. the network level? Who is responsible for managing this process? What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

5. Explain your strategy for retaining high-performing teachers.
6. Outline school procedures for hiring and dismissing school personnel, including conducting criminal background checks.

7. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and faculty. What key elements will drive evaluations, and who will conduct them? Provide, as Attachment 18, relevant evaluation tools.

8. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Our organization values high-caliber people as a source of strength. To fuel the continued success of the organization, we must continue to attract, retain, and develop bright, motivated and innovative individuals. Over the past several years, our organization invested significantly in developing high quality candidates, recruiting them to our team, developing their skills as teachers and leaders, and rewarding those who perform. Our leadership development efforts will be a strong foundation for staffing all LEAD schools. In addition, the human capital initiative is a significant effort by LEAD to use its ability to innovate in human resources as a competitive advantage over traditional public school systems and other charter public schools. Developed partnerships with Teach for America, New Leaders for New Schools, high-performing charter schools and CMO’s around the country, and relationships with local and state universities will continue to provide a valuable human capital pipeline as LEAD Public Schools staff our schools with the most qualified, dedicated, and passionate applicants.

At LEAD Public Schools, we expect the best from our staff—from our School Directors to our teachers and our bus drivers. Our hiring process is comprehensive and focuses on three unwavering qualifications: expertise in a chosen field, commitment to serving under-served students, and most importantly, a passionate commitment to doing “Whatever it Takes” for our students to succeed.

LEAD instructors collaborate weekly, are organized into small groups led by an experienced lead instructor, and participate in a peer coaching system; thus, the ability to work effectively in a team environment is just as imperative for our students as it is our instructors. To model leadership and respect that it is a life-long process requiring extraordinary personal commitment, all LEAD instructors are hired or re-hired annually on an “at-will” basis and supported via a comprehensive system of observations, training, and assessments used to evaluate their instructional, cultural, and community leadership.

As the primary leader of the school, the School Director must be an extremely strong leader, capable of developing and supporting excellence in teaching, learning, and parental involvement, and possessing a deep, unwavering passion for this work. While LPS prefers to hire from within, we do not do so exclusively and anticipate our School Director hiring to include a national search. We will use our extensive relationships with a number of universities and other channels, including Teach for America, New Leaders for New Schools, and the CEO and President/COO’s relationships with various high-performing CMO’s around the country to attain the highest quality School Directors and staff. Additionally, LEAD is developing leaders within its own organization (Curriculum Directors, Counselors, and Deans of Culture) who may be considered...
for future School Director positions. LEAD has a track-record of identifying, recruiting and hiring excellent school leaders for its schools, including most recently, Mike Risen, an internal hire and School Director of LEAD Academy Middle School, and Edon Katz, an external hire and School Director of Cameron College Prep.

The hiring of future School Directors will follow our standard School Director hiring process. All applicants will receive a screening of their resume and cover letter and selected candidates will then be asked to begin the process with an initial interview with the CEO. Next steps include additional exploratory interviews with existing LPS principals. Selected candidates will be asked to come to a LEAD school for a full day of interactions expected to include:

- Part of the day shadowing a current LPS School Director
- Delivering a model professional development presentation or teaching sample in front of other teachers
- Producing an on-demand writing sample
- Observing an actual lesson (or, if necessary, a short video of a teacher’s lesson) and then debrief with the CEO or an existing school director the feedback and next steps for support they would recommend be provided to that teacher.
- Being interviewed by a panel of teachers, parents, and other staff

After this process, interview feedback will be compiled and references from past employers will be thoroughly checked. Finalist candidates will be selected and asked to return for another interview with the CEO and a panel interview that includes at least two board members and other key staff who may not have been able to participate up to this point in the process. Based on feedback from this process the CEO will select a candidate and make an employment offer. The preferred timeline for recruiting and hiring is March-December of the year preceding the opening of the school. This timeline allows the School Director to begin planning and preparing for their new role, recruiting and hiring founding teachers, and is early enough to ensure time to perform at least a one semester residency with a current LPS School Director.

LPS believes that great schools require excellent teachers that are passionate and committed to the academic achievement of all of their students. Therefore, we use every opportunity to recruit the top talent for our classrooms. LPS begins recruiting for teachers in December of each year with the bulk of hiring activity occurring in January - May. School Directors are expected to complete their hiring by June 30th of each year. The recruitment strategy for identifying top classroom talent includes:

- Attending both local and national education/teaching job fairs;
- Collaborating with colleges and universities that have credentialing programs to identify top candidates;
- Working with organizations such as Teach for America, Nashville Teaching Fellows, RISE, Nemnet and EnCorps as a pipeline of talented and diverse teacher candidates;
- Posting jobs on educational websites, job boards, and publications such as Edjoin, Teachersteachers.com, college and university job boards, craigslist, etc.; and,
- Hosting information sessions/open house for educators in the community surrounding the school.

Candidates interviewing for a position will participate in a rigorous selection process that involves existing teachers and students. LPS conducts an initial resume and telephone screening which focuses on qualifications to teach in a public school (i.e., TN or related credential relevant
experience, etc). As candidates progress beyond the telephone screen, they are provided an opportunity for an on-site interview. On site interviews may be done individually or, in the case of extraordinary large applicant pools may include numerous candidates all participating in several activities that help administrators, staff, parents, teachers, and community members evaluate which candidates have the best skills and disposition to teach at the school. The teacher interview process includes:

- Each candidate must respond to a writing prompt posed by a member of the interview team;
- Each candidate interviews with a panel of administrators, staff, and or parents;
- Each candidate presents a demonstration lesson to parents, students, and or staff;
- Each candidate takes an online survey such as those developed by the Haberman Institute.

After the close of this day, school leadership convenes to evaluate each candidate’s profile and decide which candidates they will extend offers to teach at the school. LEAD values diversity in the classroom; therefore, our school leadership works with organizations to recruit new teachers from a range of backgrounds and geographic locations and attempts to produce a teaching staff comprised of a variety of experience levels. We strive to develop staff teams that value innovation and new ideas, yet also have experience to support and mentor teachers who are new to the profession. We will make a concerted effort to ensure that existing, district staff members are aware of open positions at LEAD Public Schools. District staff will be given the same opportunity as any other candidate to interview for positions at the school. All candidates will participate in the same hiring procedure as outlined above and all offers are contingent upon successful background checks and confirmation of appropriate certifications.

Commitment to Diversity and Quality: LEAD affirms the central significance of broad diversity for its educational environment. The philosophy of the school affirms the importance of diversity for the enrichment of the students and their educational environment. We will be proactive in recruiting students, faculty, and staff who represent a mosaic of religious, racial, cultural, and economic backgrounds bringing graduation and college admission to all our students.

To reach our goal of preparing 100% of our students for graduation and success at a 4-year college/university, LEAD Public Schools will recruit and hire the best teachers from across the country. To accomplish this task, LEAD Public Schools has already initiated relationships with many of the local universities that train instructors including, Lipscomb University, Tennessee State University, Belmont University, Middle Tennessee State University, Austin Peay University, Vanderbilt University, and Fisk University. This strategy has already attracted a healthy pool of applicants. LPS has also initiated relationships with Teach for America, New Leaders for New Schools, Teach Tennessee, and AmeriCorps to identify qualified applicants interested in a career in a LEAD school.

Our plan is not just to find the best teachers locally, but to identify the most qualified applicants nationally. Locally, we have tapped into our diverse local community contacts and begun identifying the best elementary and middle school teachers in the area.

Hiring for the specific needs of a LEAD school’s students: To support the environment needed to assure that students needing English as a second language, LEAD will recruit teachers
who have a secondary credential as well as bilingual or ELL endorsements, and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELL’s at various levels of proficiency. These methods will include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL’s. Instructors will be trained to use the state English Language Development standards. Selected teachers will attend appropriate training, which will allow these teachers to become qualified to train other teachers during our summer professional development.

LEAD human resource policies are closely modeled after those of MNPS and charter school best-practices. First and second year teachers earn a base salary that is equal to a MNPS salary while teachers with 3 or more years of experience salaries can expect to earn 5-15% more than their peers at the district.

### Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Identify who will be responsible for developing, leading and evaluating professional development. Identify school-level and network-level responsibilities. How will the network identify and coordinate common professional development needs across schools?

2. Describe how school leaders will be supported and developed throughout the year.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Include the expected number of days/hours for professional development throughout the school year and explain how the school’s calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note when teachers will have time for common planning or collaboration, and how such time will typically be used. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

5. Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

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Our goals and methods for our professional development program have been designed to adhere to E.D. Hirsch’s research-based characteristics of high-achieving schools. As such, we make it our priority to hire, train, and maintain instructors who will:

- Have and refine not only pedagogical training but also a detailed knowledge of the subject
matter that they teach.

- Instill in all of our students the LEAD Core Habits of intellectual curiosity, responsibility, self-reliance, discipline, and dedication.
- Agree to provide all students with a definite core of knowledge and skill in each grade.
- Ensure that every student learns this core, and gains the specific knowledge and skill needed to prosper at the next grade level, thus enabling knowledge to build upon knowledge.
- Continually confer with their colleagues about effective ways of stimulating children to learn and integrate this specific knowledge and skill. The specificity of our goals enables us to monitor children and give focused attention where necessary.
- Provide parents with a detailed outline of the specific knowledge and skill goals for each grade, and stay in constant touch with them regarding their child’s progress.
- Ensure that all children perform at grade level, while, seeing that the most talented children are challenged to excel.

Common planning time is a critical piece of the LEAD instructional and professional development approach. Grade level teams meet twice a week, with one meeting dedicated to curriculum planning and expedition management and the second meeting to looking at and critiquing student work. In addition, a bi-weekly meeting will be established for each instructor to meet with a Collaborative Learning instructor to discuss individual students.

Since the culture, expectations, and instructional practices at our schools are unique, new instructors, staff members, and volunteers are mentored in the LEAD way where everyone takes responsibility for all students and not just their own, reinforce school-wide expectations, foster all students’ learning, and work to ensure their physical and emotional safety.

Professional development for teachers and school site leaders is a critical component of our school model and program. We believe strongly in reflective practice, which occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction (Lieberman). Scheduled into the daily routine, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. Professional development activities for teachers are be based on the recommended LEAD practices, which include the opportunities described below

- **Peer Observation**: Periodic observations of a colleague to observe and debrief on best practices in the classroom.
- **PD Days**: Ten full days of professional development for school staff to plan for the year, reflect on best practices and analyze data.
- **Expeditionary Learning PD (On-site and off-site)**: Professional development to ensure full implementation of the Expeditionary Learning Schools (ELS) model occurs at three separate but connected levels: on-site development, regional staff development, and national staff development. Instructors and staff will have access to all types of ELS professional development.
- **Mid-year retreat**: A half day to two–day retreat for school staff to evaluate progress, reflect, and adjust the school’s plan for the final semester.
- **Weekly staff development**: An early release on Wednesdays (2:30 pm) is provided each week so that a 90-120 minute professional development period is protected.
- **Network-wide staff development**: Content area teachers meet on a Wednesday to share
best practices, review data, and discuss changes/ways to implement best practices within the classroom.

- **New teacher orientation**: A five-day intensive professional development session for all new teachers held before the start of the school year.
- **New teacher support meetings**: Monthly support and development groups for all new first and second year teachers.
- **Intensive Teacher Support and Observations**: New and struggling teachers are provided customized support every other month or as needed for one on one reflection and planning sessions (with administrator and or department chairs) to address their individual staff development needs. They are observed by their department chairs and provided with peer support in monthly department meetings.
- **Teacher Induction**: Every year begins with the entire campus staff gathering for a 10-day to 2-week induction. For returning staff, it is a chance to refresh their understanding of the LEAD model, to lead a workshop, share best-practices and enjoy the camaraderie of being a vital part of the LEAD family. For new teachers, induction is the time when they are introduced to the LEAD culture, vision, and mission. During this time, they learn the basics of everything from how to plan a lesson (see above), to how to manage their classroom, to how to manage their emotional and physical energy over a long year.

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Frequency</th>
<th>School Director &amp; Deans</th>
<th>New Teachers</th>
<th>Existing Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>All LEAD day</td>
<td>3 full days per yr</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>95-5 Training</td>
<td>1 full day per month</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Director and Deans Retreat</td>
<td>2 full days per year</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Staff Induction</td>
<td>5 full days per year</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Mid-year staff retreat</td>
<td>1 full day per year</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Weekly Staff PD</td>
<td>90 minutes per week</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>New Teacher Orientation</td>
<td>10 full days per year</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Teacher Support Meetings</td>
<td>1 hr per month</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Results</td>
<td>5X year, 3 hours each</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benchmark Collaboration Days</td>
<td>4 half-days per year</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Grade leve team meetings</td>
<td>1 hr per week</td>
<td>38</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>102</strong></td>
<td><strong>219</strong></td>
<td><strong>139</strong></td>
</tr>
</tbody>
</table>

A comprehensive professional development program is also in place for administrators, which includes the following:

- **Coaching**: LPS Support Center staff provides individualized coaching sessions for each school site administrator twice a month. These coaching sessions are focused on the supervision of instruction.
- **Key Results**: The LPS Support Center facilitates a Key Results session at one of the schools each month. During these sessions, the School Directors go to the other school for 3 hours. During this time, the host School Director provides a focus question for the session centered on instruction. School Directors walk through classrooms with this focus question in mind and provide the host principal with feedback about this focus question. These sessions help School Directors share ideas with regards to the supervision of instruction and all principals to generate next steps to be taken at their school sites as a result of what they see at the host school.
- **95/5**: We believe that 95% of an administrator’s time should be spent at the school site.
and 5% should be focused on professional development. 95/5s are monthly, half-day professional development sessions for School Directors and Deans. These sessions, led by the LPS Support Center, focus on the themes that have emerged as the most relevant based on coaching sessions.

**Staff Evaluation:** To better support our staff and provide more focused support, all professional development program is evaluated on an ongoing basis. After each session, teachers complete an anonymous survey rating their experience, offering suggestions for improvement and providing ideas for further topics.

**Coaching, Support, and Evaluation:** Staff support and professional development system is designed to encourage high teacher performance and accountability. Rooted in data driven metrics, teacher performance will be acknowledged, rewarded and replicated. If teacher performance is fair or poor, support will be provided to ensure stronger student success. New and struggling teachers are pulled out of class every other month or as needed for one on one reflection and planning sessions (with an administrator and or Content Specialists chairs) to address their individual staff development needs. If a teacher consistently underperforms, they will be let go for just cause. LEAD and its school’s operate on a yearly contractual basis so that each teacher is evaluated yearly. Teacher evaluations occur throughout the school year by both the administrator and by fellow teachers. LPS will also monitor credentials in accordance with NCLB and will adhere to NCLB’s definition of highly qualified. Teachers have the right to appeal any evaluation to the LEAD Public Schools office and ultimately the LEAD Public Schools Board of Directors.

**Feedback:** School Directors are evaluated semi-annually by the CEO and President/COO; part of this evaluation allows teachers, parents, and community members to participate through anonymous surveys. School Directors are evaluated on the following categories: instructional leadership, people management, resource management, problem-solving and community leadership. Parents and students also complete an annual survey that evaluates all school staff. Teacher evaluations occur throughout the school year by both the School Director and Dean of Instruction and by fellow teachers. The feedback is then incorporated into a professional development plan and discussed at a professional development meeting.

**Start-up & Operations**

1. **Start-Up Plan.** Provide, as Attachment 19, a detailed start-up plan for each school proposed to open in 2012, specifying tasks, timelines, and responsible individuals. Also complete the Start-Up (Year 0) Budget in the Financial Plan Workbook.

2. **Transportation.** Describe the school transportation plan, if applicable. In addition to daily transportation needs, describe the plan for providing transportation for field trips and athletic events.

3. **Safety and Security.** Provide the plan for school safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies each school will employ.

LEAD Public Schools
4. **Insurance Coverage.** Provide as, Attachment 20, a list of the types of insurance coverage each school will secure, including a description of the levels of coverage. Types of insurance should include workers’ compensation, liability, property, indemnity, directors and officers, automobile, and other.

**Start-up Plan:** During the past few years, LEAD has successfully launched LEAD Academy, Middle and High schools and a turnaround school, Cameron College Prep. Accordingly, the LPS staff and Board of Directors recognize the challenges of planning an additional campus and that sufficient planning and adequate resources had to be marshaled and dedicated to the creation of the school. All new schools will draw upon these past experiences and a proven planning development process that includes: leadership identification, pre-feasibility assessments, location feasibility reports, community outreach, student outreach, instructor recruitment. These activities, which are outlined below and in other processes throughout this application, are paramount to ensuring a high-quality and adequately resourced school.

Each new LEAD school will begin with the 5th grade and grow one grade at a time until full enrollment of grades 5 – 12 is reached. In the event sufficient and adequate space is available LEAD may consider beginning with an initial enrollment of 5th and 6th grade, as was the case during the startup year of the original LEAD Academy. Beginning with only one or two grades allows new schools to ensure that the small, college-preparatory culture, necessary to the LEAD Model’s success, is firmly established.

The NeST functions as the central office for all LEAD Public Schools and will be charged with identifying the School Director, administrators and staff. The President/COO and the Outreach Director will be assigned to support the new school development and see them through the launch. The Outreach Director works with the local community to generate support by meeting with key community leaders and developing a robust public outreach campaign. A School Development Advisory Committee will be formed with community members to provide input for the development of the implementation plan and to rally support.

The School Director will be hired as soon as possible after this application is approved and will take primary responsibility in the day-to-day logistics of opening their schools with the assistance of the LPS NeST. The School Director will participate in orientation and leadership training that includes apprenticeship at another school that uses key elements of the LEAD educational model. School Directors are selected based on successful leadership experience and demonstrated excellence in leading the achievement of proficient to advanced student performance; demonstrated capacity to meaningfully engage parents as partners; and demonstrated capacity to establish and nurture a collaborative school culture with high expectations for students, staff, and parents.

Each School Director is actively involved in recruiting, interviewing, and selecting their own faculty and staff, with the support of the LPS President/COO. Each LEAD school will start with the following leadership and support structure: School Director, Translator (if necessary), Office Manager, and a Paraprofessional to support the grade level instructional staff. The 5th and 6th grade leadership and support structure includes a School Director, Translator (if necessary), Office Manager, Dean of Students, Counselor, Director of Curriculum, and a Paraprofessional to support the grade level instructional staff in two grades. The School Director is responsible for overall student achievement and safe and effective daily operation of the school. S/he has
control over the school’s budget and program in coordination with the Network Support Team. School staff will be centrally recruited by the Network Support Team and hired by each School Director.

Each school maintains LEAD’s academic and school culture program, though individual sites are encouraged to innovate and improve the model. Recruitment is handled through widespread advertising, and partnerships with teacher preparation programs at various colleges and organizations like Teach for America, New Teacher Project, and Building Excellent Schools. All staff participates in an in-depth professional development program before the beginning of each school year, and ongoing professional development workshops are held at each school throughout the year. Below is a brief outline of the steps LPS proposes to follow upon approval:

1. Feasibility study
   a. Study and assess community-specific characteristics, such as the following:
      i. Potential number of students within a 30 minute driving area
      ii. Current educational offerings, public and private
      iii. Community and parental demand for educational choice
      iv. Community funding availability
      v. Community support from other organizations
   b. Create budget and financial forecasts for school.
   c. Assess overall feasibility of neighborhoods based on information gathered.
   d. Determine primary area of focus based on comparison of feasibility studies.
   e. Present feasibility study of primary location for Board approval.
   f. Identify potential community partners and leaders.

2. School pre-launch
   a. Community outreach
      i. Attend neighborhood association meetings.
      ii. Host community focus groups.
      iii. Visit with local churches and other active community groups.
      iv. Meet with other non-profit organizations serving youth.
   b. Contact media to educate and potentially publish stories on LEAD Prep Southeast
   c. Student outreach
   d. Instructor recruitment
   e. School planning and development

3. Initial launch activities
   a. 1st year launch at facility

The Outreach Director works with each local community to support the School Director of the school with parent community outreach and education. Community engagement occurs in two primary phases: 1. The school startup phase, and 2. The student outreach phase.

**Startup Phase Services:** Below is a list of services the LPS NeST Team provides to all School Directors and their teams to ensure a successful opening:

- **Secure School Facility:** The President/COO will work with the ASD to coordinate the development of a work-plan and other relevant plans to ensure that the facility is ready and available on Day One and meets LEAD’s rigorous standards.
- **Secure Startup and Ramp-Up Funding:** The Director of Development and the CEO secure necessary startup funding and operational funding up to the third year in operation, at which

LEAD Public Schools
point each school will be financially self-sustaining a financial break-even point.

- **Engage School Parents and Community**: The Outreach Director conducts outreach to parents and community members through local organizations in target communities to determine need, readiness, and support for each prospective charter school site.

- **Recruit and Develop School Directors**: The Chief Academic Officer (*when hired*), with school staff, works with local universities, business leaders, professional education organizations, and publications to identify, recruit, and select leaders to serve as public charter School Directors. Criteria for School Directors focuses on demonstrated knowledge of best practices in instruction, and effective business practices and readiness to participate in capacity development for charter school leadership at least three months prior to assignment. School Directors participate in training and an apprenticeship at a “best practice” LEAD or other effective school to learn the school model and how to manage it.

- **Develop Recruitment Pool of Great Teacher Candidates** – The President/COO and Chief Academic Officer (*when hired*) works with school staff, partners with local universities and teacher recruitment organizations (i.e., Teach for America, Teaching Fellows, New Teacher Project) for a coordinated approach to create a pool of highly qualified teachers from which the School Directors can recruit.

- **Provide Start-up Operations Checklist/Hands-on Support to School Directors**: The President/COO provides technical assistance and hands-on support to establish infrastructure systems for payroll and general accounting. The CEO and President/COO provide assistance and guidance with all aspects of charter start-up, student recruitment, master program planning, textbooks, supplies, initial baseline student assessment and outsourcing with service vendors for food and other services

- **Provide Consistent and High-Quality Professional Development Programs for School Directors and Teachers**: The CEO, working with the Chief Academic Officer and President/COO will set up partnerships with local universities and professional development organizations with demonstrated knowledge of best practices in instruction, entrepreneurial business management and public charter school leadership to design and provide a three-month leadership development program for School Directors selected to lead schools. The program includes an apprenticeship and provides day-to-day ongoing training, coaching, and support for school leaders.

2. **Transportation**: LEAD Public Schools currently owns and operates a fleet of buses purchased from the Mid-South Bus Center. All buses are maintained and inspected annually under a service contract. LPS also only employs drivers who have satisfied all state requirements, have passed background checks, and received formal training through LEAD and State training officers. LPS currently uses this fleet of buses and staff of drivers to provide transportation for students of LEAD Academy. At Cameron College Prep, as part of the unique partnership with MNPS, students are bused via MNPS bus. Included in our proposal is the same relationship with the ASD. We have found that MNPS is able to provide cheaper and more efficient transportation, allowing our phase-in school and staff to operate more efficiently and to better focus on student achievement and community outreach.

3. **Safety and Security**: Please see pages 45-47 of this application for an outline of our safety plan and how we build a culture where security is owned by all and is not dependent on security officers or other explicit shows of force. All LEAD schools will comply with all health and safety
laws, rules, and regulations of the federal, state, county, region, or community that may apply to the facilities and school property. In addition, all LEAD facilities will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements, and other applicable fire, health, and structural safety requirements, local, state, and federal laws. LEAD will meet all codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. LEAD will also grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Tennessee Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101. As part of its management policies, LEAD has adopted and implemented a comprehensive set of health, safety, and risk management policies that address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies
- Policies relating to blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing LEAD as a drug, alcohol, and tobacco free workplace

All faculty and staff will undergo a criminal background check and fingerprinting to be conducted by both the local police department and the FBI, as well as a child abuse registry check. The applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization. For medical safety, all staff will have medical clearance, including proof of medical examination and a Mantoux Tuberculosis (TB) test.

4. **Insurance Coverage**: Please see Attachment for a full list of insurance coverages.

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**Financial Plan**

*(No limit to budget narrative, provide as Attachment 21)*

Schools chartered by ASD are required to adhere to Generally Accepted Accounting Principles (GAAP). For multi-site operators or networks, ASD requires both individual school/campus and network-level financial budgeting, reporting, and annual audits. Each school’s finances must thus be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted, and describe the criteria and procedures for the selection of contractors. What financial controls will be in place at the network and school levels to ensure long-term financial viability?

2. Describe how you will provide an independent annual audit of both organization-level and school-level financial and administrative operations.

3. Provide, as Attachment 22, a detailed budget for the operator at the network level AND for EACH individual school/campus. Applicants must provide a network level budget (no template is provided). Applicants must either complete the ASD Financial
Plan Workbook (all sections) for each campus, including revenue and expenditure projections that reflect proposed growth and development needs over time; or may submit financial forms in the organization’s existing format provided that they:

a) Include a separate budget for each school
b) Include a back-office budget
c) Specify per-pupil management fees
d) Incorporate financial implications of facilities plans
e) Explicitly detail major assumptions including but not limited to the following:

- Student enrollment
- All anticipated funding sources, including:
  o Local, state, and federal per-pupil funding; eligibility levels; and annual increases
  o Other government resources
  o Private fundraising
  o eRate
  o Student fees

Note: Both the budget forms and narrative should specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of firm commitments, where applicable.
- Compensation (school and network/CMO levels), including:
  o Salary table and number of staff by position
  o Yearly pay increases
  o Pension contribution and other benefits
- Line items for each major expense and delineation of assumptions, including:
  o Instructional materials and supplies
  o School equipment and furniture
  o Technology for student and instructional use
  o Professional development
  o Student assessments
  o Student information system
  o Special education services
  o Student activities
  o Contracted services at school and network/CMO levels (audit, I/T, PD, etc.)
  o Rent and utilities
  o Office supplies and equipment
  o Technology for administrative use
  o Fundraising materials and resources (non-staff)
- School start-up costs
- Management fees and any other management compensation
- Facility scenarios
- Capital, contingency, and insurance reserve funds

4. Include, as Attachment 21, a detailed budget narrative that provides a high-level summary of the budget and how the budget reflects the mission, vision, education plan, and strategic development of the schools and network as a whole. The budget narrative
should clearly describe assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels and costs. Provide supplemental assumptions and/or explanations for budget line items as necessary. (Assumptions that are clearly detailed in the budget workbook need not be repeated in the narrative.) The narrative should specifically address the degree to which the network and school budgets rely on variable income (e.g., grants, donations, fundraising).

5. How will the organization reach its fundraising goals over the next 5 years? Provide a development plan including staffing needs.

6. What is the contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

**Accounting Systems and Processes:** To ensure the financial efficacy and sound operation of all LEAD schools, the Board of Directors, Finance Committee, and LEAD staff use our specific internal controls, based on charter school best practices, generally accepted accounting practices, and the Tennessee Comptroller’s Uniform Accounting Manual to deliver efficient financial operations, regular reporting and transparency. LEAD presently outsources the bulk of its accounting and financial functions to W Squared, an experienced outsource provider, which provides LEAD with monthly financial statements, cashflow projections, and a system of internal controls and segregation of duties that exceeds the capacity LEAD has internally. W Squared manages all payroll, A/P and A/R processing, and general ledger accounting. The CEO and Treasurer of the Board of Directors have authorization to sign all school checks, with items over $5,000 requiring both signatures. LEAD intends to continue to utilize the services of W Squared for the next few years as expansion efforts continue.

LEAD has received an unqualified opinion (clean opinion) from outside auditors each year of its existence and the board of directors annually engages a CPA firm to conduct the coming year’s audit and provide a management recommendations letter. LEAD’s accounting records are maintained on a school level basis and our auditors are able to provide individual audit reports for each school as well as the consolidated entity, LEAD Public Schools.

**Development Plan:** Our expansion plan requires $8.5MM in new resources over the next six years. LPS is focused on positioning the organization to seek federal, state, corporate and private investments for our expansion LPS’s External Affairs Department will support raising this money. LPS will continue to develop and diversify our philanthropic investments among individuals, foundations, and businesses. Since 2006, LEAD has raised over $2.5MM in operating and capital support. LEAD intends to raise $8.5MM from Fiscal Year 2011 to Fiscal Year 2017 for future expansion. Given its strong track record of success and an increasing network of foundation, corporate, and individual donors, LPS is ideally positioned to secure the necessary funding to complete its expansion. Below is a synopsis of our development plan.

**Secure significant lead gifts from current Foundation partners while cultivating new institutional support (Target: $4-6MM)—**LPS has benefited from relationships with national and local foundations interested in funding charter school expansion as a key lever to educational reform. Their donations have supported capital needs, Home Office ramp-up and the opening of new campuses. Developments staff manage these relationships and oversee the grant writing and subsequent reporting that will accompany this phase in our growth. Our staffing model evidences
significant capacity to pursue this development work.

Continue cultivating relationships with high-net worth individuals and other community members interested in educational reform efforts (Target: $1-2MM): Individual giving from high net-worth donors represents the best source of long-term, unrestricted funding. Hiring a Director Development in 2010 led to an increase of roughly 50% in gifts from individuals in the course of one year. Funding of this next phase of growth will require LPS to broaden its individual giving base, with an anticipated $4-6 million to be raised through 2017.

Expand LPS corporate outreach initiatives and develop new sources of corporate support (Target: $1-2MM: Nashville’s business community, more than any other potential funding source, is ideally positioned to recognize the need for LEAD’s growth and success in the city.

Secure long-term partnerships with ASD and MNPS to secure under-utilized buildings (Target: secure at least two additional donations of land or building space): Establishing unique partnerships with the ASD and MNPS, like what our organization currently has at Cameron, will dramatically reduce LEAD’s capital expenses during expansion. Despite an economic downturn, LPS is positioning itself to take advantage of these kinds of partnerships and is investigating multiple funding mechanisms to put money back into the buildings in the form of capital improvement rebates or renovations.

Contingency Planning: LEAD’s financial model evidences conservative estimates of staffing levels, expenses, and enrollment as well as the generation of substantial cash resources to support changes that may occur in the future. Our primary financial risk is funding the central office support team, not the schools, and each school’s financial model is built to reach sustainability as soon as possible. Were an extreme case to present itself, LEAD’s board would most likely delay the opening of a school until adequate cash resources and/or adequate facilities solutions are acquired. Through the combination of BEP funding and federal startup grants we are able to operate each school with a balanced budget in the early years as enrollment levels grow. Ongoing contingency planning is done on a monthly basis as part of LEAD’s normal financial cycle, and the LEAD board annually approves an operating budget that evidences a positive cash position at year end and has obtained a line of credit from Nashville Bank & Trust to smooth cashflow during the two months of the year where BEP funding does not occur.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.
V. FACILITIES

The ASD may authorize charter schools in order to provide opportunities for students who are zoned to attend or are already enrolled in a school that is eligible to be placed in the ASD. This RFQ is designed to identify qualified operators who can then be matched with appropriate facilities as schools come under ASD’s authority. This section solicits information needed to match operators with appropriate facilities.

An applicant may also seek to operate in independent facilities provided that the school must still serve exclusively children who were previously attending a school that has come under the ASD’s authority.

If you are seeking an existing public school facility to be identified by ASD, complete Part V.A.
If you intend to identify and operate in an independent facility (not managed by ASD), complete Part V.B.
If you expect to pursue and acquire a mix of ASD and independent facilities solutions among the proposed schools, complete both parts.

A. ASD Facilities

Complete this part if you expect to seek an existing public school facility to be identified by ASD for any of your schools.

1. Basic Facilities Needs. Describe the basic facilities requirements for accommodating your plan including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities.

2. Specialty Classrooms. List your anticipated specialty classroom needs including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
   - Science labs
   - Art room (with or without kiln)
   - Computer labs
   - Library/media center
   - Performance/dance room
   - Auditorium
   - Other

3. Administrative/Support Space. List your anticipated administrative/support space needs including anticipated number of each:
   - Main office
   - Satellite office
   - Work room/copy room
   - Supplies/storage
   - Teacher work rooms
   - Other

4. Physical Education/Athletic. List which, if any, of the following are essential to fulfillment of the core athletic program:
   - Gymnasium
   - Locker rooms
   - Weight rooms
   - Field(s) (football, soccer, multipurpose)
   - Baseball/softball field
5. **Other Needs.** Identify any other facilities needs not already specified:
   - Playground
   - Large common space for assemblies
   - Other special considerations (identify and explain)

6. Does the applicant have specific desired location(s)? If so, identify by current school name and/or neighborhood.

7. Is the applicant willing to share a facility with another school? (YES/NO) If so, name the desired location(s).

8. Discuss contingency plans if your desired facility strategy is not achieved.

**IF APPLICABLE, TYPE YOUR RESPONSE TO FACILITIES PART A IN THE BOX BELOW.**

As a conversion applicant, LPS is prepared to and anticipates occupying district facilities, and all of three of our existing schools are in leased facilities currently designed for previous schools. In fact, our preference is to do just that as we believe the charge for all conversion applicants should be to produce dramatically better outcomes with the same students and same neighborhood schools. While we do require certain key elements of a facility to deliver our model, most are readily available in a district building. One of the most important elements in our success is our culture of doing “**Whatever It Takes**” and our five years of experience operating out of older facilities with significant deferred maintenance needs and an age-old building design, confirms that is possible for us to operate successfully for a few years in such environments. Additionally, our phase-in approach allows us to occupy the space for a year while carefully evaluating the pros/cons of a given facility before making premature renovation decisions and allows for community and political leaders to work with us on more comprehensive space planning design and use issues. However, sustained long term success must include significantly renovated and/or modified facilities, and our phase in approach allows us time to identify which needs are most pressing and to work with the state and local authorities to determine how to fund the proper design and upgrade of each campus.

LPS does have certain desired locations and is willing to work with the ASD to arrive at the most appropriate location based upon a variety of factors. As an example LPS would prefer to a middle school conversion in the either or both the north and southeast Nashville areas. As mentioned in the executive summary, LPS is a 5-12 educational model and an important special requirement is that we have the ability to integrate both a middle and high school on or near a single campus.

We are willing to share space. Our phase-in model is based upon shared space during the phase in period. As in our Cameron conversion school, LPS occupies one grade at a time (the phase in grades), while the phase-out grades are operated by the ASD or District. Therefore, we have experience sharing space and, in fact, our conversion model is built upon this. In the event district space cannot be obtained we will consider independent facilities, but that will require an additional year of planning as a contingency.

LPS is seeking a district facilities solution that allows us to provide students in a given neighborhood zone and their teachers and support staff the environment required to deliver a safe, effective, and high performing 5-12 college preparatory charter school. Below is a general
LEAD Public Schools

list of necessary (and probably minimum) space requirements.

**Required Occupancy**
- July 1 (one month prior to launch of the school).

**Daily School Users**
- 850 – 1,000 students in grades 5 - 12
- Approx. 80 staff members (assume all will drive to work)
- Est. 85,000 sq. feet (roughly) plus a gym/cafeteria/common space
- Handicap accessibility

**Interior Layout**
- 54- 60 classrooms of approximately 900-1200 sq. ft. each, including an art production space, music room, and at least two fully outfitted science labs
- Offices for 8-12 administrative staff, a safe, inviting reception area of at least 800 sq. ft.
- A teacher work room, A large conference room and two small conference rooms
- Space for sick students and nurse supervision, secure records room
- Bathrooms for students, Bathrooms for faculty
- Gym/Cafeteria/Common Space, Seating for at least 250 at meal time
- An on site production kitchen with walk-in refrigeration and freezer space, dry storage, and adequate plumbing and electrical for equipment necessary to make and prepare meals for up to 1,000 individuals twice daily on site
- Access to the district WAN and a fully installed wireless computing environment.

**Exterior Space**
- Outdoor space for student and faculty gatherings and for facilitating arrival and departure each day
- Outdoor space for athletics (at least two soccer fields, a playground, room for a community garden, and several outdoor basketball courts)
- Safe egress full size school buses to load and unload twice daily

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

**B. Independent Facilities**

If you intend to identify and operate in an independent facility (not managed by ASD), describe your plan for identifying target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.). If you currently hold a facility, please describe it (you may include an optional facilities attachment). Charter school facilities must comply with health and safety requirements per T.C.A. § 49-13-105. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

IF APPLICABLE, TYPE YOUR RESPONSE TO FACILITIES PART B IN THE BOX BELOW.

Not applicable. See response in previous section.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK
VI. PORTFOLIO REVIEW & PERFORMANCE RECORD

The ASD will base qualification decisions, in substantial part, on the organization’s past performance. Provide the following information about schools operated by the organization. ASD retains discretion to request additional information from applicants at any time during the review process, including possible site visits.

Note: The term “organization” applies to any applicant or partnership among groups applying to replicate a school model in Tennessee. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both entities if applicable.

1. Using the Portfolio Summary Template provided by the ASD, provide, as Attachment 23, a detailed summary of all of the schools in the operator's portfolio, including the following:
   - Year opened;
   - City/location and school contact information;
   - Number of students and grade levels served;
   - Demographic and socioeconomic data – particularly free/reduced-price lunch status, race/ethnicity, special education, and English Language Learner data; and
   - Contact information for the authorizer.

   If you are applying for a phase-in or takeover, specify which (if any) of the above schools are phase-ins or takeovers of low-performing schools.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school’s performance.
   - Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute and comparative academic results, as available.
   - Discuss the primary causes to which you attribute the school’s distinctive performance.
   - Discuss any notable challenges that the school has overcome in achieving its results.
   - Identify any ways in which the school’s success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

3. Select one or more of the organization’s schools whose performance is relatively low or not satisfactory and discuss the school’s performance.
   - Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.
   - Describe the primary causes to which you attribute the school’s problems.
   - Explain the specific strategies that you are employing to improve performance.

LEAD Public Schools
• How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

4. For any and all schools operating in the state of Tennessee, provide as Attachment 24, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).

5. For any and all schools operating in the state of Tennessee, provide the following in Attachment 25: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.

6. For the organization as a whole and any related business entities, provide the following as Attachment 26: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). Be sure that the ESP/CMO level and the overall operations are distinctly represented.

7. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”

8. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

9. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

10. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in Attachment 27: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

IF APPLICABLE, TYPE YOUR RESPONSE TO FACILITIES PART B IN THE BOX BELOW.

Higher-Performing School Review: Overall, our highest performing school is our high school; however, in specific subject areas, our middle school, in terms of value-added scores, has consistently demonstrated strong results for students. The high school, with only one year of operation, has demonstrated unparalleled results for students and staff in absolute scores. For example, LEAD only trailed Nashville’s two selective magnet schools, with 86% of LEAD’s students scoring Proficient/Advanced in Algebra I, 64% in English I, and 51% in Biology I. These raw scores place LEAD among the top-three highest performing schools in Nashville and the highest-performing non-selective school.
In terms of raw growth, our school effect size for Algebra I was 31.9, placing LEAD in the 97th percentile in the state, and in Biology I it was 16.9, placing it also in the 97th percentile statewide. In the middle school, in specific areas, students performed as well, if not better, than our high school, specifically in math and science. In both subject areas, the middle school outperformed the District and was within several percentage points of the State. Growth in both areas was impressive and demonstrated that our math and science departments are producing demonstrable results for students. Part of the reason for the overall scores in the high school, as well as for the middle school science and math results, can be found in the continuity of staff and the continued refinement of the curricula. One of the lessons we are learning as an organization is that our strongest teachers typically have at least 3-4 years experience in their subject area and at least 1 year experience at LEAD. This continuity is important in that they have enough time in the classroom to have established a track record of success and enough time at LEAD to understand the LEAD model and have the confidence and skills needed to fully implement it.

Further evidence of success in the math and science departments in the middle school and overall in the high school can be found in our implementation of the Expeditionary Learning (EL) instructional model. All LEAD schools implement the EL instructional model and, in comparative terms, LEAD High School is our highest implementing school. Evidence supporting this claim comes from outside evaluations provided by EL staff and by internal monitoring documents, including staff and student surveys, and student and teacher performance data. The success at the high school can be attributed to several factors, including the high school having a more experienced staff, both in years of teaching and years at LEAD, as well as the high school receiving a Gates Foundation grant to support the professional development of staff in the EL model. Success can also be attributed to the fact that more than 75% of our high school students had attended at least 1 year at our middle school.

Overall, the success of the high school and in the math and science departments demonstrates that the LEAD 5th-12th grade model is working, with the emphasis on remediation and skills-development in the middle school years paying off in the high school, and is worth replicating at future schools. Additionally, targeted professional development coupled with regular, rigorous review of teacher and student performance data is critical to gaining the real-time data needed to support growth at the staff and student level. Finally, due to the high school’s success, we have exported the EL implementation standards to our middle school and to Cameron College Prep and are seeing a much higher level of implementation at both schools this year.

Based on the data, as well as District feedback, it is clear that supporting our special needs students is a strength of our organization. Since opening, we have consistently had a higher percentage of special needs students at our schools and have worked to aggressively support them through our Collaborative Learning Instructors, targeted professional development for all instructors in accommodating multiple learning needs into daily classroom instruction, and implementing our highly effective full inclusion model. These efforts have resulted in a high number of students with special needs passing the TCAP and EOC tests. As a result, our collaborative learning model—with the high level of professional development for staff and full inclusion model for students—is a hallmark of our school and educational models across our network of schools.

**Lower Performing School Review:** While the LEAD Middle School demonstrated lower than expected raw Proficient/Advanced Reading results this past year, in terms of growth, it outperformed the expected growth standard in value-added results in all grades except 7th grade.
Since our opening, we have struggled to demonstrate single-year growth with our students. Much of our success in reading has been found in 2 and 3-year growth.

A further challenge in demonstrating strong 1-year gains is that, unlike other charters, we accept students in any grade. In reviewing the data, it is clear that our students need a greater level of support in the grades they enter and require multiple paths to reach grade-level reading and writing skills. This year, based on reviews of data and past performance, the middle school has begun implementing a more robust remediation program for ALL new students, regardless of the grade they enter. This program includes tutoring requirements for all students performing below grade level on baseline assessments as well as interim assessments delivered throughout the year.

Past results have also led us to split our English/Language Arts instruction into two distinct classes—Reading and Writing—in every grade level, even though Writing Assessments are only given in the 5th and 8th grades. Adding the Writing classes to the 6th and 7th grades will supplement the Reading courses in those grades, as well as provide a continuous, linked curriculum for all of the middle school grades.

Finally, to further focus on improving instruction in reading, we are taking concerted steps to implement our reading curriculum and instructional practices across all classes in a grade-level, stressing reading in every class. Functionally, this means that we are making a more focused effort to implement the EL instructional practices in science, math, and social studies, as well as focusing literacy practices in subject areas to improve results across the curriculum.

As with all results, success will be determined using multiple measures, including end-of-year tests, interim assessments, staff and student surveys, and staff evaluations. While results were mixed in reading, the LPS Executive Team and the middle school administrative team are carefully monitoring progress so as to build on past success while improving the few areas in need of improvement.

*LPS has had no contracts terminated, no revocations or lawsuits, no authorizer intervention and no current or past litigation.*
<table>
<thead>
<tr>
<th>Month</th>
<th>Name</th>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Katie McPherson</td>
<td>Compliance Manager</td>
<td>The CEO or CAO of each operator is required to submit this online assurance.</td>
</tr>
<tr>
<td>March</td>
<td>Candice Miller</td>
<td>Documents</td>
<td>Monthly check to ensure EASYIEP data matches EIS ADM.</td>
</tr>
<tr>
<td>March</td>
<td>Kaitlin Reynolds</td>
<td>Test Administration Manual</td>
<td>All students indicating a language other than English on the Home Language Survey (completed by all new students at registration) must be assessed using the WIDA and by an ESL endorsed/certified assessment of English proficiency for students who are English Language Learners (ELL).</td>
</tr>
<tr>
<td>March</td>
<td>Marceia Ashe</td>
<td>Federal Programs Manager</td>
<td>Holiday programs and other special events planned and held by Rleigh Content.</td>
</tr>
<tr>
<td>March</td>
<td>Jessica Davis</td>
<td>SPED Program Analyst</td>
<td>Milestone reports are completed by schools that monitor the effective use of SIG award funds.</td>
</tr>
<tr>
<td>March</td>
<td>Isabella Wilson</td>
<td>Employee Services Manager</td>
<td>Schools must send in Portfolio Alt. Binders.</td>
</tr>
<tr>
<td>March</td>
<td>Stewart Brevard</td>
<td>SPED Manager</td>
<td>Schools must report 100% on Dec. 1 for federal reporting.</td>
</tr>
<tr>
<td>March</td>
<td>Chantavia Burton</td>
<td>Assessment Coordinator</td>
<td>This form is used by any employee(s) funded full time from a single federal grant to support different programs.</td>
</tr>
<tr>
<td>March</td>
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<td>SPED Program Analyst</td>
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</tr>
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<td>March</td>
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<td>SHREE Program Coordinator</td>
<td>All students indicating a language other than English on the Home Language Survey (completed by all new students at registration) must be assessed using the WIDA and by an ESL endorsed/certified assessment of English proficiency for students who are English Language Learners (ELL).</td>
</tr>
<tr>
<td>March</td>
<td>Isabella Wilson</td>
<td>Employee Services Manager</td>
<td>Schools must send in Portfolio Alt. Binders.</td>
</tr>
<tr>
<td>March</td>
<td>Stewart Brevard</td>
<td>SPED Manager</td>
<td>Schools must report 100% on Dec. 1 for federal reporting.</td>
</tr>
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**Table:**

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SIG Milestone Report</td>
<td>Milestone reports are completed by schools that monitor the effective use of SIG award funds.</td>
</tr>
<tr>
<td>HOME'S</td>
<td>Submission of the annual audit.</td>
</tr>
<tr>
<td>HOME'S</td>
<td>Submission of audit must include a final trial balance in the TNCOA.</td>
</tr>
<tr>
<td>HOME'S</td>
<td>Alternative Portfolio Binders.</td>
</tr>
<tr>
<td>HOME'S</td>
<td>Test Administration Manual.</td>
</tr>
<tr>
<td>HOME'S</td>
<td>Special Education File Review.</td>
</tr>
<tr>
<td>HOME'S</td>
<td>EASYIEP to EIS ADM Monitoring.</td>
</tr>
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**Notes:**

- All students indicating a language other than English on the Home Language Survey (completed by all new students at registration) must be assessed using the WIDA and by an ESL endorsed/certified assessment of English proficiency for students who are English Language Learners (ELL). |
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### Annual Alternative Education Survey

Candice Miller  
June

Yes

available for students in grades seven through twelve (7-12) who have been suspended or expelled.”

Tenn. Code Ann. § 49-6-3402 mandates “at least one (1) alternative school shall be established and

### SIG Milestone EOY Report

Zach Trout  
Student Information Manager  
June

Documents

See Federal Programs Reference Guide and Sample Resource

### Student Enrollment Uploaded and Accurate in EIS

Zach Trout  
Student Information Manager  
May

Final District Calendar Uploaded and Accurate in EIS

### EASYIEP Compliance Accuracy

Katie McPherson  
SPED Manager  
May

Quarterly i3 Milestones

Margo Roen  
Director of New Schools  
May

### SAVE Act School Safety Log

Chantavia Burton  
Compliance Manager  
June

### EASYIEP to EIS ADM Monitoring

Jessica Davis  
SPED Program Analyst  
April

TCAP and EOC Testing Plans

Kaitlin Reynolds  
Assessment Coordinator  
April

EOY Parent Survey with Common, Portfolio-Wide Question

Kristina Catani  
Portfolio Analyst  
May

Quarter 3 Financial Statement

Isabella Wilson  
Chief Financial Officer  
May

EOY School Culture & Safety Survey

Kaitlin Reynolds  
Assessment Coordinator  
May

NWEA MAP

Kaitlin Reynolds  
Assessment Coordinator  
May

MOU; Phone call

Marceia Ashe  
Federal Programs Manager  
May

EOY Support Team Survey

Rich Haglund  
Chief Operating Officer  
May

### Special Education File Review

SPED Manager  
May

### EASYIEP to EIS ADM Monitoring

SPED Program Analyst  
April

### NWEA MAP

Assessment Coordinator  
May
# School Performance Framework (K-8)

**FINANCE**
- 30-days Cash On Hand: Yes
- Current Ratio of 1.1: Yes
- Clean Financial Audit: Yes

**COMPLIANCE**
- Access- SPED: Compliant
- Access- Migrant/ Homeless: Compliant
- Access- Alt. Ed.: Compliant
- Access- ESL: Compliant
- Student Safety: Compliant
- School Culture: Compliant

<table>
<thead>
<tr>
<th>Measure</th>
<th>2014 Result or Baseline</th>
<th>To Exceed (100% of pts)</th>
<th>To Meet (80% of pts)</th>
<th>To Approach (60% of pts)</th>
<th>Did Not Meet (40% of pts)</th>
<th>Ratings/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward Success Rate</td>
<td>Zone ≥ Yrs</td>
<td>Zone = Yrs</td>
<td>Zone = Yrs – 1</td>
<td>Zone &lt; Yrs – 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress on Math SSR</td>
<td>+12 or Zone ≥ yrs</td>
<td>+10 or Zone = yrs</td>
<td>+8 or Zone = Yrs-1</td>
<td>&lt; +8 or Zone &lt; Yrs-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progress on RLA SSR</td>
<td>+12 or Zone ≥ yrs</td>
<td>+10 or Zone = yrs</td>
<td>+8 or Zone = Yrs-1</td>
<td>&lt; +8 or Zone &lt; Yrs-1</td>
<td></td>
<td></td>
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<tr>
<td>Progress on Science SSR</td>
<td>+12 or Zone ≥ yrs</td>
<td>+10 or Zone = yrs</td>
<td>+8 or Zone = Yrs-1</td>
<td>&lt; +8 or Zone &lt; Yrs-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Progress toward Prof (Increasing 1 sub band)</td>
<td>≥ 60% of students</td>
<td>50% of students</td>
<td>35% of students</td>
<td>&lt; 35% of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TVAAS (Composite)</td>
<td>Level 5</td>
<td>Level 4</td>
<td>Level 3</td>
<td>Level 2 or 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Lexiles (1.5 years of growth or on grade level)</td>
<td>≥ 60% of students</td>
<td>50% of students</td>
<td>35% of students</td>
<td>&lt; 35% of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Gap Closure- Math</td>
<td>≥10% Gap Closure</td>
<td>6.25% Gap Closure</td>
<td>5% Gap Closure</td>
<td>&lt; 5% Gap Closure</td>
<td></td>
<td></td>
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<tr>
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<td>6.25% Gap Closure</td>
<td>5% Gap Closure</td>
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<td></td>
<td></td>
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<tr>
<td>Proficiency of Subgroups- Math</td>
<td>+12 or Zone ≥ yrs</td>
<td>+10 or Zone = yrs</td>
<td>+8 or Zone = Yrs-1</td>
<td>&lt; +8 or Zone &lt; Yrs-1</td>
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<td>+12 or Zone ≥ yrs</td>
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<td>+12 or Zone ≥ yrs</td>
<td>+10 or Zone = yrs</td>
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<td>50% of students</td>
<td>35% of students</td>
<td>&lt; 35% of students</td>
<td></td>
<td></td>
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</table>

**Possible Final Ratings:**
- Exceeding (89.5 pts-100 pts)
- Meeting (69.5 pts-89.4 pts)
- Approaching (49.5 pts-69.4 pts)
- Did Not Meet (0 pts-49.4 pts)
### School Performance Framework (K-2 Phase-in)

#### FINANCE
- 30-days Cash On Hand: Yes
- Current Ratio of 1.1: Yes
- Clean Financial Audit: Yes

#### COMPLIANCE
- (Compliant or Non-compliant)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>30-days Cash On Hand</td>
<td>C</td>
<td>NC</td>
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<tr>
<td>Current Ratio of 1.1</td>
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<td>NC</td>
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<tr>
<td>Clean Financial Audit</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### State Reporting
- Finance- District Reporting: C
- Finance- Federal Programs: C
- Enrollment: C
- Grievance: C
- Assessments: C

### ACADEMIC PERFORMANCE

#### Measure

<table>
<thead>
<tr>
<th>Measure</th>
<th>2014 Result or Baseline</th>
<th>To Exceed (100% of pts)</th>
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<tbody>
<tr>
<td><strong>Academics</strong></td>
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<tr>
<td>MAP School Growth Percentile</td>
<td>≥ 90%</td>
<td>70%</td>
<td>50%</td>
<td>&lt; 50%</td>
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<td>_pts</td>
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<tr>
<td>Max: 25 pts</td>
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<tr>
<td>MAP Target Attainment</td>
<td>≥ 90%</td>
<td>70%</td>
<td>50%</td>
<td>&lt; 50%</td>
<td></td>
<td>_pts</td>
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<tr>
<td>Max: 25 pts</td>
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<tr>
<td>Attendance</td>
<td>≥ 97%</td>
<td>95%</td>
<td>93%</td>
<td>&lt; 93%</td>
<td></td>
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<tr>
<td>Max: 10 pts</td>
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<tr>
<td>Student Survey- Safety</td>
<td>≥ 95%</td>
<td>85%</td>
<td>75%</td>
<td>&lt; 75%</td>
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<td>_pts</td>
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<tr>
<td>Max: 5 pts</td>
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<tr>
<td>Student Survey- Positive Environment</td>
<td>≥ 95%</td>
<td>85%</td>
<td>75%</td>
<td>&lt; 75%</td>
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<td>_pts</td>
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<tr>
<td>Max: 5 pts</td>
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<td></td>
</tr>
<tr>
<td>Parent Survey</td>
<td>≥ 95%</td>
<td>85%</td>
<td>75%</td>
<td>&lt; 75%</td>
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<td>_pts</td>
</tr>
<tr>
<td>% parents rating school A or B</td>
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<td></td>
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</tr>
<tr>
<td>Max: 10 pts</td>
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<tr>
<td>Intra-year persistence</td>
<td>≥ 95%</td>
<td>85%</td>
<td>75%</td>
<td>&lt; 75%</td>
<td></td>
<td>_pts</td>
</tr>
<tr>
<td>Max: 10 pts</td>
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<td></td>
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<tr>
<td>Inter-year persistence</td>
<td>≥ 95%</td>
<td>85%</td>
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### Ratings/Points

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