

Section 1 - Provide a statement defining the mission and goals of the proposed public charter school

Explain the mission of your proposed public charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should in one or two sentences indicate what the school intends to do, for whom, and to what degree.

Explain the need for this particular school in the community it will serve and the target student population. If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a public charter school and how the conversion will more adequately meet the needs of the students being served.

State the goals for the proposed school. Specify in clear and measurable terms what you hope to accomplish in the areas of (1) academic performance, (2) organizational performance, and (3) other school-specific goals.

A. School Mission

B. Need for LEAD Prep Southeast

C. Strength of the LEAD Model

D. Performance Goals

- i. Academic Outcome Goals
- ii. Organizational Goals
- iii. School-specific Goals

A. School Mission

Mission: LEAD Prep Southeast exists to support, train, and educate the next generation of responsible citizens. Our doors are open to all students who desire a rigorous academic and personal development program that will prepare them to graduate from high school AND college, and impact our community as productive, responsible citizens.

At LEAD Prep Southeast, 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.

LEAD Prep Southeast prepares all its students to graduate from high school by offering a college preparatory academic curriculum and supplementing it with creative and engaging learning expeditions, service-learning opportunities, a unique Responsible Living Program, and a 7-year college-counseling and preparation program.



To put our mission in motion, all students at LEAD schools regularly visit colleges. This year, 6th Graders at LEAD Academy visited Vanderbilt to audit a college-level class and earned a visit to the football field and a t-shirt.

Students are encouraged to learn from each other and from the community in an environment of excellence and security that models the **Core Habits of Leaders**: Self-reliance, Discipline, Courage, Commitment, and Service.

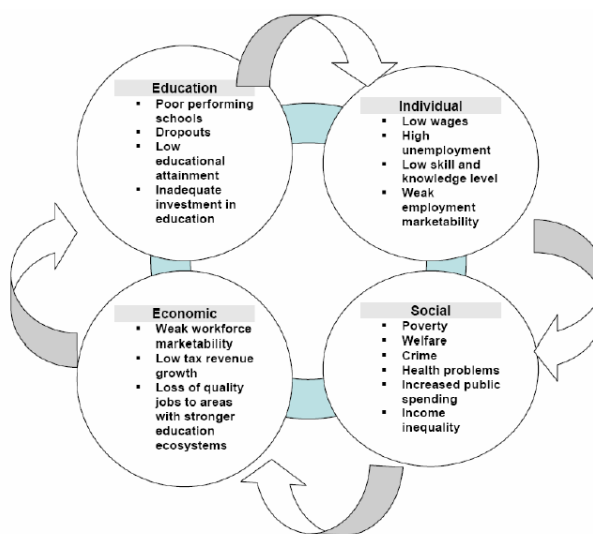
The founding belief behind all of our schools and our proposal for LEAD Prep is that when we engage the community, expect the best from every instructor, parent/guardian and student, and train every student to become a leader capable of making an immediate impact on our community, our students, their parents, and the community members will become catalysts for change in their lives and in the life of our city. *(For more information about the Components and Strength of the LEAD model, please see Attachment 1: Components of the LEAD Model and Attachment 2: Strength of the LEAD Model).*

B. Need for LEAD Prep Southeast in the Community and Target Student Population

According to the Annie E. Casey Foundation, for communities to be strong, families must be strong; and, for families to be strong, they must have access to economic and educational opportunities, positive social networks, and responsive public services and programs.

At their best, schools serve as the nexus, or community hub,¹ of the collective effort to strengthen families and our community by providing all children the cognitive skills to succeed academically and the democratic habits of responsible citizens—tolerance, thoughtful debate, civic involvement, and hard work—to help others succeed.² Yet, communities which are served by a similar pipeline of failing schools as Southeast Davidson County (see chart below) experience disproportionately higher rates of teenage pregnancy, substance abuse, crime, violence, language barriers, homelessness, unemployment, and income, all conditions which correlate closely with low academic achievement and high

Figure 1: The Education Eco-System



¹ The ideas for the LEAD community-hub concept emanated from several different sources: the Founder's Master's Thesis on community-schools, successful models studied in Robert Putnam's seminal work, *Bowling Alone*, and the Founder's research into hub models in New York City, particularly the Harlem Children's Zone's Promise Academy Charter School, those in Washington, D.C., which Kevin Chavous, LEAD's Advisor to the Board, oversaw from his position as Chairman of the D.C. City Council's Education Committee.

² Elshstein, 1995.

school completion rates.³ It is clear then that based on these statistics and the school performance numbers, Nashville and our families are struggling.

These attendant social ills, especially low graduation rates, have serious and unmistakable consequences for Nashville, including wasted human capital, lost local income, lost tax revenues, heightened risk of sexually transmitted disease, increased use and demand for social services, increased crime, reduced political participation, and higher health care costs.⁴ Business leaders have also noted that many students are now graduating or leaving school before graduation without the basic abilities to perform even rudimentary tasks, forcing businesses to spend precious capital on training and remediation, a loss the Nashville Chamber of Commerce estimates in the millions of dollars per year.⁵

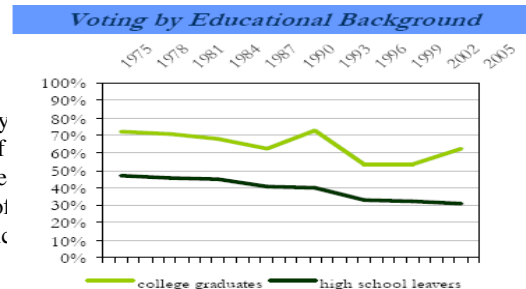
Figure 2: Status of MNPS Schools (those highlighted serve Southeast Nashville)

Target	School Improvement 1	School Improvement 2	Corrective Action	Restructuring 1	Restructuring 2
Alex Green Bellshire Bordeaux Carter Lawrence Cumberland Glenciff Elementary Haynes Haywood Hillwood Hunters Lane IT Creswell Joelton Middle Overton McMurray Neely's Bend Paragon Mills Rosebank Ross Marshall Una W.A. Bass Warner Oliver Middle	Buena Vista Cole Dupont Tyler Goodlettsville JFK Middle Pearl Cohn Tom Joy Chadwell Charlotte Park Hattie Cotton Whitsitt Lakeview	Amqui Gra-Mar Isaac Litton John Early JT Moore	Margaret Allen	Antioch Middle Wright Middle	Apollo Glenciff High Jere Baxter

³ Maeroff (1998) found that the “devastation of poverty,” i.e., uncertain employ parks, and even dangerous front yards, complicate and threaten the lives of measured how a child’s education is directly affected by his/her lack of ade secure environments, and if his/her parents are experiencing stress because of found that student test scores were directly correlated with their socioeconomic

⁴ Carnahan, 1994; Santelli & Beilenson, 1992.

⁵ Slavin, Karweit & Madden, 1988.

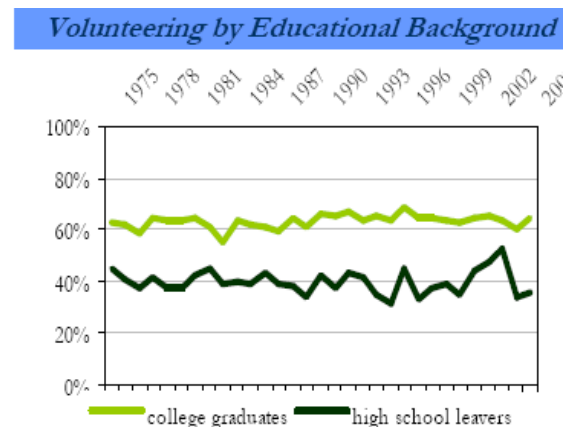


When individuals drop out, it has serious implications for us all. The US Department of Education recently found that students who drop out of high school can expect lower earnings (some researchers peg the lost earnings to more than \$200,000 in lost wages over the course of their life) and greater susceptibility to unemployment. Dropouts are also more likely to end up on welfare than their peers who complete high school. Female high school dropouts are more likely to become pregnant and give birth at a young age and are more likely to become single parents. Here in Tennessee, according to the Tennessee State Comptroller's 2002 report on truancy, dropouts earn about one-third less income on average than high school graduates and less than half of their counterparts who graduate from college. Dropouts are also nearly four times as likely as high school graduates to be arrested and six times as likely to become unmarried parents.⁶

Richman, Rosenfeld, and Bowen (1998) have noted that dropouts' ability to function successfully as adults in family and work roles is severely jeopardized. With limited means and opportunities to achieve self-sufficiency through employment, many of these young adults will be unable either to participate meaningfully in society or to find personal satisfaction and purpose, a trend confirmed in LEAD's conversations, surveys, and focus group with neighborhood residents.⁷

The consequences of dropping out are both an effect of and cause of a broader set of problems that plague underserved communities. Southeast Nashville, the primary catchment area of LEAD Prep Southeast, is such a community, afflicted by generational poverty and the attendant social ills that have such harmful effects on the development of the children that live in them.

Raising the graduation rates to the point where all students graduate begins with changing the expectations of students and families, and this begins long before a student reaches high school. For a student to enter high school prepared to complete the course of studies necessary to graduate requires them to have developed the elemental cognitive skills in the elementary and middle school years.⁸



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Schorr L.B., 1998.

⁷ Much has been written about the characteristics of high school dropouts and students at risk for dropping out, but the disturbing fact remains that significant numbers of students remain at-risk of leaving school prematurely. Dropouts are not distributed evenly across the population in the United States. Dropping out appears to be associated with five major demographic indicators: (a) poverty, (b) race or ethnicity, (c) family configuration, (d) parental education, and (e) limited proficiency in English (Natriello et al., 1990.)

⁸ According to scores on the 2006 ACT college entrance exam, only 21% of students applying to 4-year institutions are ready for college-level work in all four areas tested: reading, writing, math, and biology.

Yet, based on the number of failing schools, the high school cohort dropout and graduation rates, and the school results on the TCAP tests, the middle and high schools in LEAD Prep Southeast's draw area are not providing the basic skills and cognitive development needed to prepare all students to graduate from high school and meet the demands of college-level coursework.⁹

Of greatest concern, is that based on the current underperforming schools list, a student from the LEAD Prep Southeast target area could spend his/her entire academic career attending schools on the underperforming school list.

Based on the performance of schools serving Southeast Nashville, LEAD Public School's research and discussions with parents, students, and community members in the Southeastern Davidson County neighborhoods, and the current eligibility requirements of the Tennessee State Charter Law, LEAD expects its students to arrive deficient in key elemental cognitive skills needed to thrive in a college-preparatory environment.¹⁰

One possible explanation for the low academic achievement of specific student groups, schools, and the system is that social support, which researchers define as the tangible, informational, and emotional support provided by families, peers, schools, and communities,¹¹ is less present at these schools and in the MNPS system. Research finds that strong levels of social support are found less frequently than in low-achieving students' support networks than in high-achieving students support networks.¹²

Researchers have also long noted the correlation between low academic achievement and a school's lack of a serious academic climate in which academic time is held sacred by all stakeholders.¹³ As McDill, Meyers, and Rigsby (1967) observed, the importance of such a climate is that it results in stronger faculty and student emphasis on intellectualism, achievement, and competition in a



Staff at LEAD Public Schools hold all students to the same high expectations. Above, a 7th grade math class is measuring the area of their community garden.

⁹ Unfortunately, this trend extends statewide, with only 62% of Tennessee high-school graduates enrolling in college the following fall. Six years later, only 49% of those same college freshmen have earned a bachelor's degree. The nationwide average high-school graduation rate stands at 71%, with only 34% of all high-school freshmen academically ready for college four years later. In Tennessee, the high school graduation rate is 57%; of entering high-school freshman, only 31% are considered academically ready for college four years later. Tennessee ranks 48th among all states on its high school graduation rate and 38th among the 50 states in academic readiness for college. (Tennessee Comptroller's Report on Graduation Exit Exams)

¹⁰ The children of America's underserved communities face enormous challenges from day one. A child entering first grade from a low-income family has been found to have been given, on average, 25 hours of one-on-one picture book reading, whereas a child from a typical middle class family receive 1,000 to 1,700 hours of one-on-one picture book reading. By age three, children from families on welfare have a cumulative vocabulary of 525 words compared to children from professional families who have a vocabulary of 1,116 words Hart and Risley. *Meaningful Differences in the Everyday Experience of Young American Children*.

¹¹ Cobb (1976) and House (1981).

¹² Coie et al., 1993; Richman & Bowen, 1997.

¹³ Stringfield & Teddlie, 1991.

work-center environment, and thus in higher achievement for individual students. LEAD Public Schools' strong academic "push" (i.e., a concentrated effort by instructors to propel their students forward academically) follows another characteristic of the climate found in all effective schools.¹⁴

Moreover, research has long correlated higher student achievement with maintaining high expectations for students, communicating the expectations in a positive manner, and rewarding positive behavior.¹⁵ Additional components of a serious academic climate include a focused curriculum, an equitable system of standards and rewards, and interactive teaching.¹⁶

Preparing students for graduation also requires instructors to help students build deeper knowledge and meaning. Coursework at the highest performing schools LEAD staff have visited and that have formed the basis of our model encouraged active inquiry, exploration, and peer interaction, and gave students ample opportunity to manipulate real objects and observe and interpret physical phenomena. It also allowed students to explore and investigate problems that were real to them, to interact with a wide variety of people, and to develop their personal motivation and responsibility for their own learning.¹⁷ Knowledge gained through such experiences has been shown to endure because it has personal meaning for the learner.

Taking the simple step of extending the school day has also been shown to correlate with higher achievement, lower incidence rates of crime and violence,¹⁸ and more opportunities for academic and personal success.¹⁹ Furthermore, the longer school day, week, and year have been found to be critical pieces in providing extra time for those students performing substantially below grade level in at least one if not several core knowledge areas to get back to grade level and ensure that

¹⁴ Stringfield & Teddlie, 1991.

¹⁵ Wang, Haertel, & Walberg, 1993.

¹⁶ Mortimore et al., 1988; Stringfield and Teddlie, 1991.

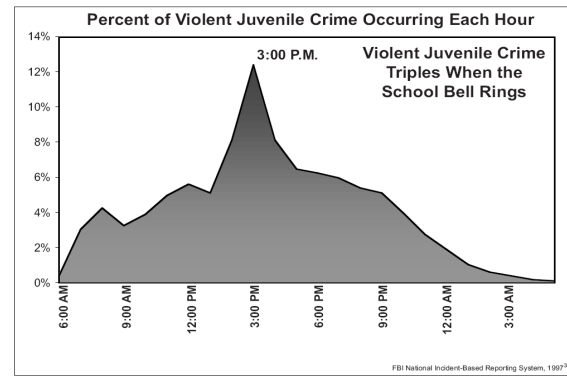
¹⁷ Studies, referenced in Evidence of Success and on the Expeditionary Learning website, www.elschools.org, confirm the benefit of an activist, authentic instructional approach for at-risk students: Center for Research on the Education of Students at Risk (CRESPAR), 2002; National Staff Development Council (NSDC), three studies conducted in 2002 and 1999; Center for Research in Educational Policy, 2002; American Youth Policy Forum (AYPF), 2001; Polly Ulichney, Ed.D., Brown University, 2000; American Institutes for Research (AIR), 1999; for Educational Development (AED), 1995; Patrick McQuillan, Ed.D., University of Colorado, 1994.

¹⁸ Tony Wagner, researching school violence, identified the absence of community as the "root cause of high school violence" (1999). Coleman and Hoffer (1999), two of the first researchers to systematically study the community's effects on schools, argued that violence, as well as low achievement, can be linked to a school's absence of "effective communities where teachers, families and communities are united around shared values and communal organization."

¹⁹ A study by the Rose Institute pertaining to California's Proposition 49 concludes that after-school programs in California are cost-effective. The study indicates that the return to taxpayers ranges from \$2.99 to \$4.03 for every dollar spent on after-school programs. The benefit to students attending after-school programs ranges from \$2.29 to \$3.04 for every dollar spent on after-school programs. Expenditures produce benefits in the areas of increased compensation, reduced crime costs, and reduced welfare costs. (Brown, W., Frates, S., Rudge, I., & Tradewell, R. (2002). "The cost and benefits of after school programs: The estimated effects of the after school education and safety program act of 2002. Claremont, CA: Claremont McKenna College, Rose Institute of State and Local Government.)

they master the skills and fundamentals of math, reading, and writing. The longer schedule has the added benefit of allowing students to spend more time on task, more time around positive adult role models, gain more exposure to course material, and get more exposure to a stronger, more comprehensive approach to self-control and positive habit development.

Research has found that the length of the school day and year of the typical public school results in a fractured educational effort and ability to meet each student's particular needs.²⁰ It has also been found to have profound effects on the economic fortunes of a city's workforce,²¹ juvenile crime rates,²² and behavior problems at schools.²³



LEAD has found that one of the single most important factors in our students' success is a high level of parental and community member involvement in the school²⁴ and in the their students' lives.²⁵

²⁰ Researchers and practitioners have long noted that despite near universal agreement on the need for academic, behavioral, and social improvement, almost insurmountable barriers to achieving a new, more productive reality still exist, including "minimal and inadequate school resources, shortages of qualified teachers, limited access to computerized instruction/intensive instructional programming, curricula that are inadequate for addressing academic needs, and a lack of sufficient support staff to assist with behavioral interventions and mental health concerns" (Kamps, Kravits, Stolze, and Swaggart, 1999).

²¹ 87 % of working mothers say the hours after school are when they are most concerned about their children's safety, and it is estimated that approximately 80 percent of employees with children miss work because of child care problems (*Nation's Cities Weekly*, 2001). Each year lost productivity due to parents' stress about their children's out of school activities costs employers an estimated \$2,000 per employee (Barnett, 2004).

²² San Diego, Boston and Baltimore experienced large-scale decreases in juvenile crime (Fox & Newman, 1998; McLennan Youth Collaboration, 1997; Schinke, Orlandi, & Cole, 1992), when students stayed at school longer and participation in after-school programs increased.

²³ Schools in which a majority of their student body was involved in out of school programs experienced significant improvements in behavioral problems (Gregory, 1996; Steinberg, Riley, & Todd, 1993), because the participants tend to have higher self-esteem and to handle conflicts better (Carlisi, 1996; Gregory, 1996), and show a marked improvement in their social skills (Steinberg, Riley, & Todd, 1993; Terao, 1997), allowing teachers more time to teach and educate students.

²⁴ According to Hoover-Dempsey, Walker, Sandler, Whetsel, *et al.*, "[parental] involvement has also been associated with other indicators of school success, including lower rates of retention in grade, lower drop-out rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (e.g., Barnard, 2004; Ma, 1999; Marcon, 1999; Miedel & Reynolds, 1999; Trusty, 1999). In addition to these outcomes, parental involvement has also been linked to psychological processes and attributes that support student achievement (e.g., Grolnick, Ryan, & Deci, 1991; Hoover-Dempsey *et al.*, 2001; Steinberg, Elmen, & Mounts, 1989). These attributes support achievement across groups of students, including students at risk for poorer educational or developmental outcomes (e.g., Grolnick, Kurowski, Dunlap, & Hevey, 2000; Miedel & Reynolds, 1999)."

²⁵ Darling and Steinberg found that "Kids of parents who attend programs at their kids' school, help with homework, and monitor their kids' behavior outside school are likely to have higher grade-point averages, to be more engaged in the classroom, and to shun drugs and delinquent activity." (Community Influences on Adolescent Achievement and Deviance" in Brooks-Gunn, Duncan, and Aber, eds. *Neighborhood Poverty*: 120-131). Similar results were also found by Teachman, Paasch, Carver ("Social Capital and the Generation of Human Capital," *Social Forces*).

Therefore, LEAD Prep Southeast has committed itself to engaging parents/guardians and community members in our students' academic and personal development.²⁶ However, simply waiting for parents and community members to show up at our doorstep or spontaneously engage in a child's life is wishful thinking.



Accordingly, LEAD Prep Southeast will make every effort to involve parents/guardians in our school through the following approaches:²⁷

☐ Outreach²⁸

☐ Quarterly LEADership Contracts²⁹

²⁶ In their research, Epstein *et al.*, (2002) found that schools in which parents and community members engaged in the life of their school better supported teaching and the environment was more conducive for learning. Furthermore, schools in which teachers and principals built a high degree of trust amongst themselves and with their parents developed a stronger common vision and worked harder to implement their vision and achieved higher results on standardized tests (Bryk & Schneider, 2002; and Shirley, 1997).

²⁷ Griffith, 1998; Lareau, 1989; Lawson, 2003; Adams & Christenson, 1998; Bandura, 1997; Sanders & Harvey, 2002; Scribner *et al.*, 1999. At LEAD Academy we believe that creating and maintaining a welcoming school environment based on high expectations will foster the trust among all members of the LEAD community needed to accomplish our goals of 100% graduation and college acceptance. Research has shown (Hoover-Dempsey, et al. 2005) that the more a parent trusts their child's teachers the more responsive they will be to invitations to involve themselves in the life of the school and its community.

²⁸ Although outreach efforts take several forms, the core of LEAD Public School's parental outreach efforts comes in the form of regular personal invitations. The basis of our approach is grounded in research, especially that of Hoover-Dempsey, Walker, Sandler, Whetsel, *et al.* (2005), who found that "invitations to involvement from members of the school community serve as an important motivator of involvement because they suggest to the parent that participation in the child's learning is welcome, valuable, and expected by the school and its members. These invitations may be particularly significant for parents whose role construction is relatively passive and whose sense of efficacy is relatively weak. Invitations from important others at school may contribute significantly to more active parental beliefs about personal role and increasingly positive beliefs about the effect of one's actions. The most important invitations to involvement come from three sources: the school in general (school climate), teachers, and students. Invitations generated by positive school climate are significant because they suggest strongly that parents are welcome at school and that their involvement is important, expected, and supported. Invitations from teachers are important because they underscore the value of parents' engagement in the child's learning and the power of parental action to affect student learning. Invitations from the student are also uniquely important because they motivate parental responsiveness to learning needs."

²⁹ Kohl, Lengua, and McMahon (2002) among others, have reported finding "strong positive links between consistent teacher contacts with parents and parents' decisions about involvement" among parents of high-risk students.

□ Parent/Guardian Classes³⁰

□ Instructor interviews, Parent Advisory, and Community Advisory Committees³¹

A fundamental deficiency in most struggling students is a lack of confidence in their abilities. However, research consistently shows that when students learn to give back to their communities the benefits extend far beyond the learning.³² By serving their community regularly, LEAD Prep Southeast students gain confidence in their abilities and begin to see themselves as active citizens able to shape their history, community, and personal life; neighborhoods and communities benefit from having community partners; and the school and instruction benefit greatly from the promotion of what researchers call, “action-based engagement with conditions of personal need and social inequality.”³³

The ultimate goal driving our decision to have our students give back to their families, neighborhoods, and communities is bigger than just raising our students’ self-confidence. It is to help them build the basic link between self and society and the necessary role each plays in building and maintaining a healthy society.³⁴

Furthermore, participating in internship opportunities, service-learning programs, and extracurricular activities have been found to be highly successful in providing students, especially at-risk students, with career guidance and career planning assistance through systematic exploration of various careers. Participating in these activities has been found to positively correlate with higher academic achievement and has the additional benefit of exposing students to the demands, rigors, and satisfaction of employment and helping them acquire

³⁰ According to researchers and results found in similar schools, by locating more services for the entire community and especially the family, “it is likely that parents will visit the classroom more often, creating a much more family-oriented school as well as a greater potential for parent-teacher interaction.” (Jehl and Kirst, 1992, p. 162)

³¹ LEAD Public Schools has found that LEAD Academy’s commitment to engaging our families has been identified as a critical component in raising at-risk students’ academic achievement (Anson et al., 1991; Comer, 1985; Comer & Haynes, 1991).

³²

Markus, Howard, & King. “Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment.” *Educational Evaluation and Policy Analysis*, Vol 15, No.4 (Winter, 1993), pp. 410-419.

³³ Youniss, J. and Yates, Miranda. *Community Service and Social Responsibility in Youth*. University of Chicago Press. Chicago, IL. 1997. Youniss and Yates have been extremely helpful in shaping the LEAD Academy service-learning component and its critical component of building the self-society link essential in positive identity construction most at-risk students lack. As they have stated: “In working to help other persons in need, adolescents can begin to experience their own agency. They can also begin to ask why people in our society live in such different conditions and do not possess similar basic resources....Most importantly, adolescents who start reflecting in this manner would necessarily consider how they as individuals want to take stands on existing ideologies and so decide whether they might simply live through the present moment of history or take responsibility in the actual making of history.” (p. 4)

³⁴ Middle school male students reported increased higher self-esteem and fewer behavioral problems after engaging in service-learning (Switzer, et. al., 1995). Students in elementary and middle school service-learning programs showed reduced levels of alienation and behavioral problems (Stephens, 1995; Yates and Youniss, 1996). Students who engaged in service-learning were less likely to be referred to the office for disciplinary measures (Follman, 1997; 1998). High school and middle school students who were engaged in service-learning were less likely to engage in behaviors that lead to pregnancy or arrest (Melchior, 1999; Allen, et. al., 1994; Shaffer, 1993). Middle school students who engaged in service-learning and experienced a structured health curriculum were less likely to engage in unprotected sexual activity or violent behavior (O’Donnell, et. al., (1999).

desirable work habits and attitudes in real employment situations.³⁵ The most successful programs are coordinated with each student's educational, personal development, and career goals, are designed to enrich his/her work in the classroom and community, and are closely monitored by their instructors.³⁶

Research has consistently shown that higher levels of social support³⁷ have been useful in changing students' attitudes, as well as in overcoming adolescent depression,³⁸ improving academic and behavioral adjustment,³⁹ supporting high-risk youths and their families,⁴⁰ and in reducing delinquent behaviors that correlate highly with poor school performance.⁴¹ Increasing social support is typically achieved by providing students a triumvirate of support—family, school, and community. LEAD has already engaged many community partners in the educational process to bridge these gaps so that our students will complete their journey to a successful career and life.⁴²



³⁵ Service-learning participation was associated with higher scores on state test of basic skills (Anderson, et. al., 1991) and higher grades (Shumer, 1994; Shaffer, 1993; Dean and Murdock, 1992; O'Bannon, 1999). Eighty-three percent of schools with service-learning programs reported that grade point averages of participating service-learning students improved 76 percent of the time (Follman, 1999). Middle and high school students who participated in service-learning tutoring programs increased their grade point averages and test scores in reading/language arts and math and were less likely to drop out of school (Supik, 1996; Rolzinski, 1990). Elementary and middle school students who participated in service-learning had improved problem-solving skills and increased interest in academics (Stephens, 1995).

³⁶ Research has long noted the powerful experience internship programs can have on academic performance and future success. Beginning with the study in 1974 (Koehler, "The Effect of Internship Programs on Subsequent College Performance." *Accounting Review*, Vol. 49, No. 2 (April, 1974), pp 382-384), researchers generally agree that student internships provide valuable supplemental learning, as well as serving as important factors in keeping students in school and providing important real-world experiences and learning opportunities.

³⁷ "...the presence of social capital—individuals connected to one another through trusting networks and common values—allows for the enforcement of positive standards for youths and offers them access to mentors, role models, educational sponsors, and job contacts outside the neighborhood (Furstenberg and Hughes, "The Influence of Neighborhoods on Children's Development": Margery Austin Turner, Ingrid Gould Ellen, Sheila O'Leary, and Katherine Canevale, "Location, Location, Location: How Does Neighborhood Environment Affect the Well-Being of Families and Children?" unpublished ms., May 1997).

³⁸ Barrera & GarrisonJones, 1992.

³⁹ Dubow, Tisak, Causey, & Hryshko, 1991; Ford & Sutphen, 1996.

⁴⁰ Tracy, Whittaker, Boylan, Neitman, & Overstreet, 1995.

⁴¹ Zigler, Taussig, & Black, 1992.

⁴² Thousands of school-community collaborations have sprung up in cities across the country and offer programs, services, and resources to students, and sometimes their families, and involve new actors in school decision making about ways to best support children. School-community partnerships like LEAD's are intended to ensure better coordination and delivery of services by schools and various public and private human service agencies and often act as a source of aid and referrals for families who need assistance. Often referred to as community schools, programs such as Kentucky's Family Resource and Youth Services Centers, the Beacon School-Based Community Centers in New York, and the Vaughn Family Center in Los Angeles are designed to promote the flow of resources and support to families.

In his book *Bowling Alone*, Robert Putnam and his team of researchers found that “for some outcomes—particularly SAT scores—the impact of race, poverty and adult education levels is only indirect. These factors seem to influence the level of social capital in a state, and social capital—not poverty or demographic characteristics per se—drive test scores.”⁴³ What Putnam’s research indicates is that “there is something about communities where people connect with one another—over and above how rich or poor they are materially, how well educated the adults themselves are, what race or religion they are—that positively affects the education of children.”⁴⁴

As Geoffrey Canada, the highly successful leader of the Harlem Children’s Zone, has said, “Without local institutions that draw families and young people together around common interests and activities—religious, social, and recreational organizations, effective schools, safe and well-used public spaces—even the most heroic child-rearing is likely to fail.”⁴⁵

Conversely, as Mr. Canada and many other successful schools have shown, engaging a *critical mass* of adults in the local educational, social, and personal development of our children results in more children growing up to be healthy, productive adults. All LEAD Schools, including LEAD Prep Southeast, are founded on the principle that schools are the keystone of this effort and that they must take their place as the connective tissue in our community. Therefore, LEAD Prep Southeast has greatly expanded on the traditional school model to join the powerful work already happening in the communities of Southeast Nashville.⁴⁶

The decision to locate the school in Southeast Nashville grew out of our work in the Cameron community and our partnership with MNPS. In our work we continually heard from parents, community members, and MNPS about the need for a high-performing college-preparatory LEAD school in Southeast Nashville. Additionally, the MNPS Board has emphasized the need to diversify the location of charter schools throughout the district, with an emphasis on southeastern Davidson County for the 2011-12 charter cycle. LEAD Prep Southeast is committed to providing enhanced educational opportunities to the students of southeastern Davidson County and would ideally like to locate its facility in the Antioch area as soon as possible. (*See Section 21 for additional information regarding LEAD Prep Southeast’s facilities plan.*)

Like what we have witnessed in North Nashville with our first school, we expect that, over time, our students, staff, and families will help transform the educational expectations of the southeastern Nashville community, creating a national model for excellence in urban education

⁴³ Putnam, *Bowling Alone: The Collapse and Revival of American Community*. (p. 300)

⁴⁴ *Ibid*, (p.301).

⁴⁵ Harlem Children’s Zone Business Plan. <http://www.hcz.org/project/mission.html>

⁴⁶ Coleman (1988) found similar academic and social results when parents and community members engaged in their neighborhood schools. However, what he also learned was something more powerful than the effects of simple parental or community involvement. What he found was that when adults—parents, teachers, service providers—interacted and built relationships they created what he called “social closure,” which he defined as what happens when all adults that children know also know one another and thus coordinate their actions, beliefs, and values. Social closure is important because it means that values can and will be transmitted and reinforced across the community and not just limited to the school, church, or home.

and neighborhood redevelopment, and prove that all students can graduate from high school and be accepted to a 4-year college/university if given the proper support, training, and education.

LEAD Prep Southeast will seek to achieve a racial/ethnic balance reflective of the Southeastern Nashville communities. LEAD Prep Southeast will be open to any student and parent in Davidson County who meets the eligibility requirements as defined under Tennessee Code Annotated § 49-13-113 and who chooses to attend. Recruitment efforts will be aimed primarily within the Southeast Nashville community, but there will be no geographical boundaries or restrictions on applications. Bus transportation will be provided at central points within Nashville and possibly South and South East Nashville depending on parental and student interest. (See **Section 9** for additional information regarding LEAD Prep Southeast's outreach and recruitment plan)

D. Performance Goals

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 tools⁴⁷—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.

The philosophy of LEAD Prep Southeast will mirror the philosophy that LEAD holds for all of our schools: we will work with all stakeholders to set specific and measurable goals to ensure that LEAD Prep Southeast meets our obligations with regard to student performance and school operations to support ongoing learning and improvement. Accordingly, setting comprehensive goals that reflect the appropriate indicators to measure the achievement of those goals are critical components of our comprehensive outcomes evaluation system.

⁴⁷ See **Attachment 1: Staff and Board Dashboards**. These powerful tools have been developed in conjunction with the YES College Preparatory Schools and the Bridgespan Group, an industry leading non-profit consulting group. LEAD has developed its unique Key Performance Metrics to help it better serve its students and provide a quality education to all. KPM's have been shown to have the effect of making clear and reinforcing the collaborative behavior and attitudes LEAD Academy encourages in its staff and operations.

LEAD Prep Southeast 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.

1. ACADEMIC OUTCOME GOALS

LEAD Prep Southeast, 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.

Student assessment takes a variety of forms at LEAD Prep Southeast and is used to gauge student performance against local, state, and national standards, as well as LEAD expectations and the *Core Values of Leaders*. The LEAD approach to student assessment and analysis combines measures of student achievement on specific knowledge and skills with broader measures meant to assess student achievement in the context of state curricular guidelines and national guidelines for college-bound students.

As a college-preparatory school, LEAD Prep Southeast 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.

The major divisions of student assessments follow, including assessment schedules. While at LEAD Prep Southeast students will be exposed to the following measures:

1. School-based assessments

- a. Formative evaluations, including: Daily assignments, instructor observations, and quizzes to determine each students' progress toward mastering classroom objectives
- b. Summative evaluations: Major projects, papers, and exams that are used to determine absolute achievement against curricular standards
- c. Grade reporting: Student grades are formally reported to parents each nine weeks, while semester grades (derived from the average of two nine-week periods) become part of the student's permanent record and determine promotion to the next grade
- d. Interim Assessments: Students at LEAD schools, including LEAD Prep Southeast, take 4 rounds of teacher developed interim assessments that measure student growth against state standards; results are compared across grade levels and schools and help drive continuous teacher and student achievement.

2. State Assessments

- a. Tennessee Comprehensive Assessment Program (TCAP)
 - i. Measures progress against state curricular standards at each level
 - ii. Taken by all students in general education (not in special education) each spring
 - iii. Subject tests vary from grade to grade;
 - iv. Passing scores on exit level tests taken in 11th grade in English/Language Arts and Math;
 - v. Used by grade levels to help determine eligibility for promotion.

3. National assessments

- a. Stanford Achievement Test (10th Edition) or the NWEA/MAP Test
 - i. National norm-referenced achievement test
 - ii. Measures performance against all students in same grade from across the country

- iii. Used for diagnostic purposes and to determine academic growth from year to year and to help determine readiness for promotion
 - b. ACT/SAT and PSAT
 - i. College entrance exams used to determine ability and achievement in reading, writing, and quantitative skills

To help us reach our goal of graduating 100% of our students, LEAD Public Schools has developed the following academic goals:

1. LEAD Prep Southeast 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 Portfolio⁴⁸
 - ☐ Course grades
 - ☐ Quarterly LEADership Contracts

2. LEAD Prep Southeast 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 Prep Southeast students will demonstrate proficiency in the social sciences and will engage in community service opportunities as part of the school curriculum, as measured by:

⁴⁸ A student's portfolio could include essays, group projects, Community Capstone project, tests, LEAD Lucr Accounts, the BOSS (Binder of Student Success), appropriate service-learning projects, and their works of art/music/theatre.

- ☐ Performance in state tests (TCAP, End-of-Course)
 - ☐ Performance in PSAT and ACT/SAT
 - ☐ Individual Student Portfolio
 - ☐ Course grades
 - ☐ Quarterly LEADership contracts
4. LEAD Prep Southeast 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
 - ☐ Individual Student Portfolio
 - ☐ Performance in AP Examinations
 - ☐ Performance in college-level coursework
 - ☐ Course grades
 - ☐ 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 Prep Southeast 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 Prep Southeast 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 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 Prep Southeast will develop 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 Prep Southeast will measure its ability to prepare and send more students to 4-year colleges/universities by measuring:
- **Matriculation rates:** LEAD Prep Southeast 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 Prep Southeast 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 Prep Southeast 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 Prep Southeast will measure college graduation rates of all alumni.

2. 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 Prep Southeast 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 for our instructors.

To model leadership and respect that it is a life-long process which demands great personal sacrifice, all LEAD Prep Southeast 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. (See *Attachment 3: Interim Assessment Review Checklist*).

□ **Committed:** All instructors are expected to participate fully in the life and community of LEAD Prep Southeast. Instructors are expected to continue their education and every effort will be made by LEAD Prep Southeast 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.

To honor the incredible commitment to leadership required of all instructors, LEAD Public Schools promises to:

□ Support the instructor’s continued leadership development by sponsoring continuing education training.

- Pay instructors a competitive salary and reward them for high performance.
- Treat instructors with the utmost respect and honoring their commitment by fostering a creative, challenging, and safe environment.

3. SCHOOL-SPECIFIC GOALS

What will make LEAD Prep Southeast 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 Prep Southeast 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 Prep Southeast 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 Satisfaction Surveys and Focus Groups
 - ☐ 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 Prep Southeast 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 Prep Southeast 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 Prep Southeast 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

Section 2 - Detail the proposed instructional goals and methods for the school

Provide a general description of the teaching and classroom instruction methods that will be used by the proposed school. Explain the theory and research base supporting these approaches to educating the target population.

Describe the school's curriculum by summarizing the levels of knowledge, proficiency, and skill expected to be achieved by students in core subject areas at each grade level. Demonstrate how the school's curriculum meets state content standards. Explain how your school will educate children with special needs. Provide details about how limited English proficient learners, disabled students, and at-risk students will benefit from your proposed teaching and classroom instruction methods.

A. LEAD EDUCATION MODEL PLAN AND MODEL

B. LEAD PREP PHILOSOPHY OF INSTRUCTION

C. INSTRUCTIONAL PRACTICES

D. PROPOSED CURRICULUM

- i. LEAD Academic Program
- ii. Leaders-in-Training (5th – 8th Grades)
 - 1. Language Arts
 - 2. Mathematics
 - 3. Science
 - 4. History and Geography
 - 5. Visual Arts
 - 6. Music
 - 7. Additional Requirements Capstone Community Project
- iii. Young Leaders Curriculum (9th-12th Grades)
 - 1. English and Language Arts/Communication
 - 2. History
 - 3. Science
 - 4. Foreign Language
 - 5. Mathematics
 - 6. Visual Arts and Music
- iv. Additional Courses

E. Alignment of Curriculum with District and State Standards

F. Programs, Books, and Materials

G. LEAD PREP SUMMER SESSIONS

- i. 5th Grade Orientation
- ii. 6th Grade Orientation
- iii. 7th-8th Grade Seminars
- iv. 9th Grade Seminar and LEAD Camp High School
- v. 10th-12th Grade Seminar Program (“3-2-1 Ready, Set, Go—TO COLLEGE”)

H. LEAD PREP COLLEGE-COUNSELING PROGRAM

- a. Role of the College Counselor in the Leaders-in-Training Program (5th-8th Grade)
- b. Role of the College Counselor in the Young Leaders Program (9th-12th Grade)

I. LEAD PREP SERVICE-LEARNING PROGRAM

J. LEAD PREP RESPONSIBLE LIVING PROGRAM

K. Individualized Instruction LEAD Prep Style

L. SERVING EXCEPTIONAL EDUCATION STUDENTS

- a. Evaluation Process for students with Learning Disabilities
- b. Section 504
- c. Identifying At-Risk Students
- d. Transition Services
- e. Intended Goals and Outcomes of At-Risk Students
- f. Students of Low-Socioeconomic Status
- g. English-Language Learners and Limited English Proficient Learners
- h. Non-standard English Speaker
- i. ELL Instruction and Intervention Strategies

A. LEAD Education Plan and Model

LEAD Prep Southeast's education plan has been adopted from the LEAD Public Schools model that is already implemented and showing results in two schools. The LEAD model was constructed with the end in mind, which means the successful graduation of **100%** of its student body. The unique LEAD model is a natural extension of our mission and has been designed with our students' particular needs in mind and, over time, has been refined to better meet those needs. At LEAD Public Schools, we firmly believe that every student has the potential to graduate from high school, attend a 4-year college, and commit to adopting a ***"Whatever it Takes"*** attitude toward making this a reality. As a result, our model has been carefully aligned with the school's vision to serve as the vehicle through which the entire community can successfully prepare its students for matriculation and success in a 4-year college or university.⁴⁹ LEAD Prep Southeast's model includes:

- Small school;
- Integrated 5th-12th Grade program;
- Extended school day, Saturday classes, and summer program;

⁴⁹ Our approach, while ambitious, has already produced conclusive results at our first school, LEAD Academy, and in Houston, Texas, at the YES Prep Schools where 100% of the students have graduated from high school and 100% have applied and been accepted to a 4-year college/university. Chris Barbic, Founder and CEO of the six YES Prep Schools, served as an advisor in the creation and formation of LEAD Academy and sits on the LEAD Public Schools Board of Directors.

- Community service requirements;
- Community partnerships for around the clock support;
- Summer internship program;
- Unique leadership training program, including expeditionary learning activities;
- Comprehensive support for academic and non-academic needs, including electives and extra-curricular programming;
- Annual class-wide research trips to colleges around the country;
- ▮ Research-based college-prep curriculum and culture; and,
- Support through college via the alumni program.

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, LEAD Prep Southeast will train every student to become a leader capable of making an immediate impact on our community. At LEAD Prep Southeast, like at LEAD Academy and Cameron College Prep, we will provide more than just an expectation: we will demand excellence in everything we do.

Because we believe that learning takes place in the mind, wherever it is—every day, every hour, every moment—students will always be engaged in the process of learning. To maximize learning, we never confine it to the boundaries of our classrooms. Learning is a constant process. As students commit to serving their communities and graduating from a 4-year college/university it is vital that learning be made exceedingly rich and authentic. At LEAD schools our instruction is results-oriented and utilizes multiple methods, including: authentic instruction, direct instruction, Socratic seminar, learning expeditions, and technology-based instruction. The variety ensures that textbooks are used merely as resources and not as primary tools for instructional delivery. LEAD Prep Southeast has adopted this approach to instruction because it has been proven to create a school culture in which the curriculum is active and motivates students to investigate more critically, attain deeper comprehension and ultimately apply knowledge within and out of the classroom



setting. At LEAD Prep Southeast, all instructors will be highly trained, energetic, knowledgeable in their content area, and creative in their use of instructional methods.

Our approach to instruction enables us to closely monitor our students and provide individualized attention when necessary. Rigorous, college-preparatory assessments that are aligned to state content standards will be provided regularly to all LEAD Prep Southeast students. A “Standards Planning Sheet” will be used to ensure that each assessment correlates to a state standard and encourages teachers to assess whether or not students have mastered each standard (*See Attachment 4: Data Review Protocol*). All LEAD Prep teachers will be trained to use the Backwards Design Model for developing instructional units. This model requires the teacher use the state standards as a starting point for curriculum development. By adhering to this model, LEAD Prep Southeast will ensure that student report card grades measure the level of student mastery of content standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching and will meet at least once a semester to examine student work using protocols to assess student levels of proficiency with regards to standards. Teachers will use student performance on assessments to guide their planning and instruction. For example, the Reading Department may develop a writing rubric aligned with state content standards to address the low writing skills of students. At LEAD schools, all instructors are highly trained, energetic, knowledgeable in their content area, and creative in their use of instructional methods.

To ensure that they meet their academic and character development goals, instructors at LEAD Prep Southeast will be expected to 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.⁵⁰



B. LEAD PREP SOUTHEAST PHILOSOPHY OF INSTRUCTION

Instructors at LEAD Prep Southeast will not only have the necessary pedagogical training but also a detailed knowledge of the subject matter they teach. Instructors instill in all children an ethic of toleration, civility, orderliness, responsibility, and hard work. Our staff has agreed on a definite core of knowledge and skill that all children will attain in each grade. We make sure that every child learns this core by doing “*Whatever it Takes*” to lead our students down the path of personal excellence by providing them with the specific knowledge and skills necessary to prosper at the next grade level. This approach enables knowledge to build upon knowledge.

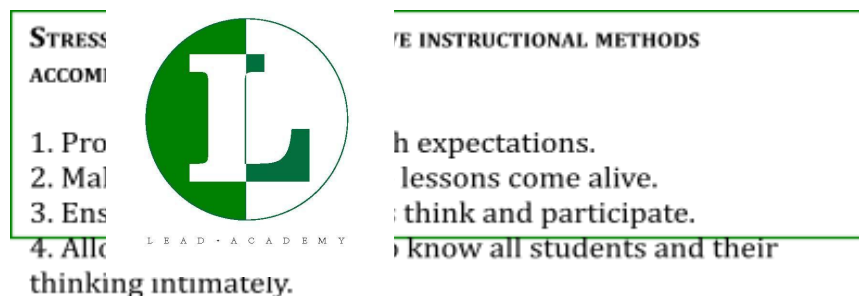
50 “Too many teachers focus on the teaching and not the learning. They spend most of their time thinking, first, about what they will do, what materials they will use, and what they will ask students to do rather than first considering what the learning will need in order to accomplish the learning goals.” Wiggins and McTighe (*Understanding By Design*, 2005).

Instructors will 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.

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 instruction⁵¹ 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

⁵¹ We have based our definition of authentic instruction on the three criteria provided by at of Fred M. Newmann and Gary G. Wehlage: "(1.) Instruction that helps students construct meaning and produce knowledge, (2.) Instruction that helps students use disciplined inquiry to construct meaning; (3.) Instruction that helps students aim their work toward production of discourse, products, and performances that have value or meaning beyond success in school." (See Archbald and Newmann 1988, Newmann 1991, Newmann and Archbald 1992, Newmann et al. 1992, and Wehlage et al. 1989.)

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.⁵²

Because many of our students will enter school performing below grade level and will require individualized attention, all LEAD Prep 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.⁵³

- **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.

⁵² LEAD Prep's approach to instruction is built upon The National Research Council's, *How People Learn: Brain, Mind, Experience, and School* (1999), Mortimer Adler's three broad categories of teaching types (*The Paideia Proposal*, 1984), the standards of authentic instruction, and Outward Bound's highly successful instructional model. Using these research-based methods as our foundation, we see instructional methods as the means our instructors and staff employ to ensure that each of our students learn, develop, and apply academic knowledge, the practical content skills, and the Core Habits of Leaders during every lesson, exercise, unit, class, and year.

⁵³ All LEAD Prep instructional methods are based on the following expectations:

- Good practices that are rigorous, transferable, and logical because good practices foster character in our students by inspiring each to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning.
- Critical thinking that encourages the students to make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and develop empathy and deeper understanding of events, people, and subjects.
- Effective planning for instruction that chooses from a repertoire of practices and protocols and sequences them into a coherent lesson.

□ **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.⁵⁴ 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 Prep, 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 revolution⁵⁵. 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.⁵⁶ Instructors at LEAD Prep 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.

C. LEAD INSTRUCTIONAL PRACTICES⁵⁷

⁵⁴ The Core Practice Benchmarks serve several purposes. They provide a comprehensive practices, a planning guide for school leaders and teachers, a framework for designing evaluating implementation. Each of the five core practices is comprised of a series of particular area of practice and is organized by lettered components and numbered d benchmark to view it in more depth.

⁵⁵ Please note that these themes and topics cited here are simply examples to illustr exposed to. All topics, themes, and expeditions will be grade and discipline specific guidelines and be focused on engaging and deepening each students’ ability to apply thei



⁵⁶ Structures like block scheduling and common planning time for instructional teams make it possible for students to go into the community for fieldwork and service and for instructors to work together.

⁵⁷ The instructional practices included here have been taken from Expeditionary Learning and reflect their focus on effective instructional practices.

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.

D. Proposed Curriculum

In selecting and designing our curriculum, we recognize 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.⁵⁸



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.
- Engage with an authentic audience (i.e. students see work having meaning beyond a course grade and the impact of their work on a person/group of people)

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

⁵⁸ Best practice benchmarking was conducted using the following curricula designs and practices: *Problem-Based Learning Across the Curriculum* (Stephien & Gallagher, 1997), Socratic Seminar, *4MAT* (McCarthy, 1981), *Dimensions of Learning* (Marzano & Pickering, 1997), teaching to state content standards, Core Knowledge, the *Skillful Teacher* (Saphier & Gower, 1997), *Teaching for Understanding* (Wiske, 1998; Blythe & Associates, 1998), *How People Learn* (Bransford, Brown, Cocking, 2000), YES Prep Schools (Houston, TX), High Tech High (San Diego, CA), Boston Latin (Boston, MA), Metro Nashville Public Schools (Nashville, TN).

- Ensures consistency: students will change, instructor will change, the curriculum represents the one constant within the academic program;
- Outlines what must be taught and when within the academic year; it provides a “road map” for the instructor
- 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)
- Introduces a tightly written sequence of instruction
- 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 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. LEAD Prep Southeast students 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,⁵⁹ LEAD Prep Southeast will create a self-directed learning environment in which teachers are facilitators and students are learners and doers. LEAD Prep Southeast classrooms will engage students in developing clear understandings of criteria for high quality work and how to engage in and apply self and peer critique and revision cycles that produce that quality. Students at LEAD Prep Southeast will understand that learning is a collaborative process of revision that creates final products that are excellent in quality and important to the community.

⁵⁹ Linda Darling-Hammond, Stanford University: 10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning – “One strategy for linking the curriculum to real-world issues is through project –based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

Instructional excellence will be a hallmark of LEAD Prep Southeast. To ensure continued excellence, we will employ the best teachers and base instruction upon rigorous standards. Tennessee has recently adopted the rigorous national American Diploma Project and college-readiness standards. The new standards will:⁶⁰

- Align standards and assessments with the knowledge and skills required beyond high school
- Require all high school students to take challenging courses that actually prepare them for life after high school
- Build college and work-ready measures into statewide accountability systems
- 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 also 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 are confident LEAD Prep Southeast will evidence the strong level of academic rigor found in our other schools.

In developing the content-based middle school curriculum, LEAD has made a conscious attempt to give our students more than abstract "critical thinking skills" in order to continue learning and adapting.⁶¹ The "critical thinking skills" included in most curricula use only vague terms of

⁶⁰ Tennessee Department of Education report on the Tennessee Diploma Project Standards: <http://www.tennessee.gov/education/gradreq.shtml>

⁶¹ See E.D. Hirsch's, The Schools We Need: Why We Don't Have Them, for a historical background of educational theory.

general skills, processes, and attitudes. This vagueness places unreasonable demands on instructors and often results in years of schooling marred by repetitions and gaps.

When instructors in schools do not know what children in other classrooms are learning on the same grade level, much less in earlier and later grades, they cannot reliably predict that children will come prepared with a shared base of knowledge and skills. The result of this curricular structure is that many schools fall short of developing the full potential of their students. The lack of shared content-rich knowledge among American students not only holds back their average progress, creating a national excellence gap, but, more drastically, it holds back disadvantaged students like those who will attend LEAD, thus creating a fairness gap as well.

The LEAD curriculum has been designed to provide extremely high academic standards so as to prevent the problems described above from impacting our student body. We have combined the *Core Knowledge Sequence*, which provides a carefully planned body of classical knowledge of proven and lasting significance assumed in public discourse and known by a broad majority of literate Americans and has been used in over 700 schools nation-wide, with the Tennessee Diploma Project standards. This ensures that all of our middle school students receive a definite and coherent sequence of instruction. 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.

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.

1. Leaders In Training (5th-8th Grade)

Language Arts⁶²

Reading is a complex process that includes phonemic awareness, phonics, fluency, vocabulary development and an array of comprehension strategies. At LEAD Prep Southeast, comprehension strategies will be taught from the first day through graduation to convey the idea that reading is all about making meaning. The excitement of learning at LEAD Prep Southeast will motivate students to read; in turn, the explicit teaching of reading comprehension deepens students' understanding of content. Reading is taught across all the content areas because each subject area requires students to learn from written materials and requires different kinds of tests

⁶² Comprehension strategies will be taught from the first day to convey the idea that the point of reading is to make meaning out of what one reads. Students will learn to decode fluently and build sound theories of letter-sound relationships within learning expeditions so that meaning, context, and motivation always drive the learning of critical literacy skills. In turn, the explicit teaching of reading skills will help students master course content. Reading and writing represent the foundations on which the entire structure of the LEAD Prep Southeast curriculum and goals rest. Therefore, reading and writing skills are explicitly taught to help students master all content and will be taught in all content areas since each requires the use of different kinds of texts (e.g. science, articles, primary historical sources, math word problems, college admissions essays).

(e.g., science articles, primary sources in history, word problems in math). Trade books, primary sources and discipline-related articles are used along with or in lieu of textbooks.

Students at LEAD Prep Southeast will write for various purposes and audiences and across all areas of the curriculum. Every student does his/her best writing when he/she cares about the topic, purpose, and audience. That is why, at LEAD Prep Southeast, writing grows out of compelling topics, in-depth investigations, and written projects and products designed to motivate students and require them to represent their understanding of content and relevant issues. Instructors across the LEAD Prep Southeast curriculum will develop and teach a common language for the writing process and the components of writing and use consistent practices for teaching and assessing writing. While the nature and amount of writing will vary by discipline and grade level, writing will be a major tool in all content areas.

LEAD Prep Southeast students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice expository writing, with strong emphasis on proper sentence, paragraph and essay organization; they will also learn to prepare memos, business letters and newspaper reports. The writing of research papers -that is essays that discuss and rely extensively on sources- will be required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize a paper and site sources properly.

Students will demonstrate intermediate level of word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables and graphs.

Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

LEAD Prep Southeast students will read a broad selection of prose and poetry, gaining acquaintance with major genres, authors and developing a sense of literary history. They will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (ballad, blank verse, sonnet, free verses, heroic couplets).

Leaders-in-training (5th-8th) students will develop the ability to prepare and deliver formal oral presentation and to participate in-group discussions, using appropriate diction and tone.

Additionally, entering 8th grade students who meet certain language arts requirements will be eligible to participate in a 9th grade-level Spanish class that will allow them to begin high school with college preparation credit.

Mathematics

Learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. At LEAD Prep Southeast, mathematics will be taught in an inquiry-based

manner as emphasized by the National Council of Teachers of Mathematics standards. The LEAD Prep Southeast approach will focus on big mathematical ideas, high quality student work, and structures for teaching math within and outside of learning expeditions. Math instruction will invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become meta-cognitive about their strategies. Instructors cultivate mathematical habits of the mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. No matter the grade level, math class will be frequently conducted as a workshop, which begins with a complex problem, and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and a synthesis of the day's learning. Utilizing this sequence across classes and grade levels will ensure that students will always be doing the thinking and reasoning.

The mathematics curriculum will consolidate and reinforce the students' skill in fundamental arithmetical operations and their ability to solve complicated word problems involving several arithmetical steps. Students will gain knowledge and skill in algebraic functions, including linear equations in two variables, quadratic equations in one variable and the use of graphing to solve equations in two variables. Student will demonstrate understanding of the use of exponents, including fractional exponents.

The students will begin Euclidean geometry and trigonometry and will show mastery of the measure of triangles. Students will be able to critique the validity of statistical sampling methods and create a scatter plot describing the variables. Additionally, entering 8th grade students who have demonstrated sufficient mastery of mathematics concepts will be eligible to participate in a 9th grade-level algebra class that will allow them to begin high school with college preparation credit.

Science

The science curriculum will deepen students' knowledge and skills in physics, chemistry, biology, geology, oceanography, and astronomy to include but not be limited to the following sub-topics noted below.

Students will develop an understanding of the electromagnetic spectrum and its appropriate measurement, and they will be able to explain the generation of electricity, its flow, and its measurement. They will experiment with and understand the principles of the measurements of sound and light. Students will learn and use the basic formulas for describing density, motion, work and power and will be able to do basic calculations to explain the operations of levers and pulleys. They will expand upon their elementary explorations of the elements to an understanding of the structure of the periodic table. Students will discover simple chemical reactions in laboratory exercises and learn to explain these by basic chemical equations; they will demonstrate an understanding of oxidation, reduction, and catalysis.

Students will learn through study and experiment the photosynthesis process and will learn the system for the classifications of plants and animals. Biology laboratory exercises will include the use of the microscope, and students will begin the study of microbiology. Their study of animals

and human physiology will include the study of growth, evolution, reproduction, nutrition, disease, and health. Earth science will include wherever possible field trips to view and describe ecological and geological change. Students will learn the major constellations and study the formation of stars and planets and their movements. They will develop the ability to communicate scientific ideas and use the computer appropriately for research and presentations.

Additionally, entering 8th grade students who have demonstrated sufficient mastery of scientific concepts will be eligible to participate in a 9th grade-level physical science class that will allow them to begin high school with high school credit.

History and Geography

LEAD Prep Southeast's history and geography curriculum will teach students the importance and proper use of primary and scholarly sources in historical research. Students will be able to identify, on a map or globe, the sites of historical events they study and will know the locations of major oceans, rivers, lakes, valleys, and mountain ranges of the world.

Instructors will use learning expeditions, problem-based content, and interactive instructional practices to foster inquiry in social studies and geography. As much as possible, these disciplines are taught through learning expeditions that focus on big ideas. Learning expeditions require students to think, write, and research like social scientists and to use the tools of inquiry specific to the disciplines studied. The in-depth investigations of social studies and geography expeditions focus on issues and that promote inquiry.

Their studies of ancient history will deepen the foundation knowledge acquired in elementary school, focusing on such topics as the early civilizations of the Tigris and Euphrates valleys, and the Nile Valley civilizations, including the rise of ancient Judaism and the concept of monotheism; the role of Confucianism in the imperial and civil government of China; the history of the Athenian democracy and classical Greek civilization and its spread in the Hellenistic world through the conquests of Alexander; the Roman Republic, its values, and its end; the Golden Age of Rome under Augustus; the rise of Christianity in the context of the Roman Empire. Their studies of the Middle Ages will include such topics as the rise of Islam, feudalism, religious warfare, the Norman Conquest and the growth of guilds and of towns and cities.

Modern World History will develop student's historical skills and critical thought through examination of such topics as the birth of modern science and medicine; the proliferation of knowledge through books and periodicals; the Enlightenment and its impact upon the American Founding; the development of British constitutional monarchy; the study of the industrial revolution and the rise of capitalism and socialism; the emergence of internationalism/globalization, including the League of Nations and the United Nations; the development of Latin American independence movements and popular movements.

American History and Geography:

American history will focus particularly upon the American Founding and its documents but will also include the settlement of America and the native people; immigration and the growth of America; women's suffrage movement; American Civil War; wars with Spain and Mexico; the

rise of monopolies and trusts and of federal regulatory power; World War I and II; the Great Depression; the Cold War and post-World War II economy; and the experiences of minority groups in later 20th Century America. Students will show the ability to use and evaluate the internet and online sources, such as bibliographies, texts, and archives for historical and geographical research. The students will also learn Tennessee's impact and influence in the development and growth of America.

Visual Arts

Traditionally, the middle school years are when students begin to question and challenge established ideas about themselves, their families, and their community. For this reason our arts curriculum explores big ideas and themes, such as the exploration of self and community and how art can serve as a vehicle for social change.

Developing their artistic talents through meaningful activities and a variety of materials—painting, drawing, printmaking, collage, sculpture, design, and technology—students create original artworks that communicate their ideas. They participate in class critiques, discussions, writing, and viewings of artwork. They investigate big ideas, artists, and art styles. They take risks and problem-solve as they create art. They think and write critically about visual images, become familiar with various artistic styles, concepts and ideas, and express themselves through various mediums.

Exploring art in this manner enables students to “construct meanings about the world through art making; build upon experiences to express a personal vision; develop a global perspective and recognize the power of art to communicate beliefs and values” (Blueprint for Teaching and Learning in the Arts, 2004).

The Arts program at LEAD Prep Southeast includes the use of slides, posters and other reproductions from current and past art historical contexts, as well as images from popular culture. Additionally, it utilizes interactive computer websites and media, as well as literary works. Students travel to museums and art galleries to view works of art, as well as other places in the community, and take part in community art projects.

Learning focuses on issues and ideas important to the students. Lessons are structured, but additional themes and ideas are student-generated. By engaging art in this manner, LEAD Prep Southeast students build a framework for a lifelong appreciation of the arts and its impact on their community.

Additional Requirements

Capstone Community Project

In addition to completing community service projects throughout the middle school years, 8th grade student groups will be required to complete a cross-curriculum research paper and defend their project in front of a panel of community members, school personnel, and students. This culminating assignment is modeled after graduate level doctoral dissertations and has the purpose of integrating student achievement with community involvement. Students will be required to successfully complete the assignment in order to gain entrance into the ninth grade.

This fifth through eighth grade model ensures that every student receives an academically superior education balancing a content-rich curriculum with an emphasis on civic involvement.

As part of their Leadership Gateway, student groups will research and write on a topic of special interest previously covered in one of the six-week service learning projects. The purpose of this assignment is twofold:

1. It will provide the students with an opportunity to further explore a topic of personal interest.
2. It will provide the students the opportunity to demonstrate proficiency in researching, writing, analyzing, and presenting complex information.

Once student groups have decided on a particular topic in consultation with their Crew Chief, the content of the paper will include the following sections:

<u>Part I.</u>	The question of evidence, or “How do we know what we know?”
<u>Part II.</u>	The question of viewpoint in all its multiplicity, or “Who are the players?”
<u>Part III.</u>	The search for connections and patterns, or “What causes what?”
<u>Part IV.</u>	The idea of supposition, or “How might things have been different?”
<u>Part V.</u>	The question why any of it matters, or “Who cares?”.

Student groups will present the key concepts of each section of the research paper to a jury of community members. Jurors will include staff members, friends and family, colleagues from other schools, parents, representatives from various education organizations, and community members. The school will write an open letter to *The Tennessean*, *The City Paper*, and *The Nashville Scene* seeking any prospective jurors from the at-large Nashville community. Student groups will be required to present to the jury for approximately twenty-five minutes. Jurors will ask questions and rate each student group on a set of predetermined measurable criteria. Successful completion of this assignment will be required for entrance into high school.

To pass the Leadership Gateway, students must complete all required classes, receive instructor recommendations, pass all state mandated tests, complete the Capstone Community Project, and complete a high school application modeled after a college admission application, including essays, statements of interest, and the Commitment to LEADership contract.

2. Young Leaders Curriculum (9th-12th Grade)

The Young Leaders educational program entails rigorous college preparatory course-work culminating with Advanced Placement (AP) classes during their high school years. Every major university in the country grants college credit for all AP tests passed by high school students through the nationally recognized College Board Advanced Placement program. Students will be expected to successfully complete advanced placement work in at least one core academic subject area and earn a qualifying score on an Advanced Placement exam with a score of 3 or higher (*out of a possible 5*).

In addition, the Young Leaders Program builds on the skills mastered during the Leaders-In-Training Program and is intended to challenge students to apply and expand those skills in increasingly demanding courses and environments. The Young Leaders curriculum is built around the Leadership Degree Program, a rigorous, two-year accreditation program designed to equip students with the skills and training they need to immediately impact their communities.

By graduation from LEAD Prep Southeast, all students will demonstrate the knowledge, skills, and training necessary to be leaders in their lives, careers, and communities. These include, interacting with disparate groups, resolving conflicts peacefully and effectively, and developing and executing a project plan. The leadership curriculum focuses on many areas that have traditionally been challenges for our students including, self-esteem, self-confidence, personal responsibility, a sense of their place in this world, and the belief that they have the power to make a difference.

The core of the Young Leaders program (9th-12th) is centered on strong academic standards and the student's individual leadership contract. Upon entering the Young Leaders Program, all LEAD Prep Southeast students submit and sign an Individual LEADership Contract, which includes a personal, family, and community commitment form detailing the expectations of all leadership team members. Additionally, the critical piece of the LEADership Contract is the young leader's leadership development plan. In the 10th grade, they will begin developing a leadership action plan. By the end of their 10th grade year, all young leaders will choose a internship program from the following list:⁶³

- ☐ Healthcare
- ☐ Business Administration
- ☐ Non-profit/Public Policy
- ☐ Construction
- ☐ Mechanical Engineering
- ☐ Advanced College Track

Students in the 11th and 12th grades who maintain at least a cumulative 2.0 Grade Point Average and a superlative attendance record will begin partnering with local businesses, nonprofits, and other entities as apprentice leaders to compliment their training. These real-world opportunities are intended to enable the students to earn money that will grow into a savings account earmarked for their college education. Students' earnings will be directly deposited into their savings accounts that they will access as a means of funding LEAD Prep Southeast college trips and their college education.

⁶³ This list of leadership tracks meets the goals for future workers laid out by the Nashville Chamber of Commerce.

All LEAD Prep Southeast students will develop and demonstrate knowledge and skills in English, language arts, technology, foreign language, mathematics, science and health, history, visual arts, literature and music at a level that prepares them for successful college-level work. The curriculum provides a clear outline for what knowledge and skills will be taught, which has been based on Metro Nashville Standards. The curriculum has been designed to progressively build throughout the year, while allowing for the integration of the curriculum across subject areas. Additionally, the faculty will collaborate and use the most effective teaching methods to ensure all students learn the material. Possible instructional methods might include authentic instruction or direct instruction.

To ensure the curriculum has been well taught, students will be assessed in the form of learning expeditions, projects, unit tests and standardized tests. Student projects will require the use of the library and the application of computer skills that will develop sound procedures for research, analysis, problem solving and critical thinking.

To meet the graduation requirements for a high school diploma from LEAD Prep Southeast, students will be required to earn at least 24 units, attain at a score on the five end-of-course tests (Algebra I, Biology, English I, English II and U.S. History) that is high enough to ensure that they pass each of these courses, take and pass at least one (1) Advanced Placement course, and apply and be accepted to a 4-year college or university. Additionally students will be required to take and pass the English III persuasive writing performance assessment.

CORE COURSES	CREDITS REQUIRED⁶⁴
English	4
Math (including Algebra I, II, Geometry and a fourth)	4
Science (including Biology, Chemistry or Physics, and a third lab course)	3
Social Studies U.S. History - 1 credit Economics - 1/2 credit Government - 1/2 credit World Geography, World History	3
Health, Physical Fitness and Wellness	1.5
Personal Finance	0.5
Foreign Language	2 (in the same language)
Fine Arts	1

⁶⁴ Source: Tennessee State Board of Education, "High School Policy, 2.103," 4/15/2005 and 1/25/2008. Notes: 1) The additional 0.5 credit in physical activity under the new requirements could be met by other activities, such as marching band, athletics, intramurals, and JROTC. 2) Course substitutions that have been approved by the State Board of Education can still satisfy requirements.

Elective Focus (Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement)	5
TOTAL CREDITS FOR GRADUATION	24

English and Language Arts/Communication

Students will demonstrate proficiency in standard written English, including a firm grasp of the rules of syntax, grammar, and punctuation, as well as proper and effective sentence and paragraph form and essay structure. They will write essays and term papers on academic subjects throughout the curriculum; they will demonstrate their ability to identify a manageable topic, explore evidence and its complications, and develop ideas coherently and clearly. In writing research papers, they will show their ability to interpret evidence, explain conflicting views, organize sections coherently, create a bibliography in proper form, cite sources according to current convention, and edit their own work for effective presentation. Students will be able to use word processing software to produce properly formatted papers with footnotes, table of contents, and bibliography.

Students will demonstrate an understanding of rhetoric and the application of different rhetorical forms and have frequent opportunity to practice presentation of their ideas coherently and clearly in oral reports. In their class presentations, they will also demonstrate their ability to use presentation software appropriately. They will be able to create their own web sites, using web publication software.

Students will demonstrate the ability to read, appreciate, and critique a broad range of literary works, representing a wide range of genres, styles, places, and era; they will show knowledge of major literary movements and major points in literary history.

Students' readings will include a healthy balance of periods and authors, including (from the Classical through the Renaissance) such authors as Homer, Sophocles, Herodotus, Thucydides, Plato, Aristotle, Confucius, Sun-Tzu, Vergil, Ovid, Lao Tsu, Dante, Plutarch, Chaucer, Shakespeare, Cervantes, Racine, Miyamoto Musashi.

Readings from the Enlightenment up to the Modern periods will include such authors as Jonathan Swift, Alexander Pope, Henry Fielding, Oliver Goldsmith, William Blake, Charlotte and Emily Bronte, Jane Austen, J.W. Goethe, John Keats, Percy Bysshe Shelley, Nathaniel Hawthorne, Emily Dickinson, Frederick Douglass, Herman Melville, Edgar Allan Poe, Henry David Thoreau, Walt Whitman, Charlotte Perkins Gilman, Mark Twain, Kate Chopin, Fyodor Dostoevsky, Alfred Lord Tennyson, Charles Dickens, George Eliot, Thomas Hardy, Henry James, and Oscar Wilde.

Readings from the Modern period onward will include such authors as Chinua Achebe, Jorge Luis Borges, Albert Camus, Willa Cather, Joseph Conrad, Isak Dinesen, Theodore Dreiser, T.S. Eliot, Ralph Ellison, William Faulkner, F. Scott Fitzgerald, Robert Frost, Carlos Fuentes, Robert Hayden, Ernest Hemingway, Hermann Hesse, James Joyce, Franz Kafka, Philip Larkin, Ursula LeGuin, Sinclair Lewis, Jack London, Gabriel Garcia Marquez, Somerset Maugham, Theodore

Roethke, George Bernard Shaw, John Steinbeck, J.R.R. Tolkien, Kurt Vonnegut, Robert Penn Warren, Eudora Welty, Virginia Woolf, Richard Wright, and William Butler Yeats.

Courses Offered

- English I
- English II
- English III (standard or AP)
- English IV (standard or AP)
- Speech/Debate or Creative Writing

Graduation Requirements

The State of Tennessee requires students pass 4 units of English/Language Arts to graduate. These courses are English I, English II, English III, English IV.

LEAD Prep Southeast Requirement	Units
English I	1
English II	1
English III (standard or AP)	1
English IV (standard or AP)	1
<i>LEAD Prep Southeast Electives:</i>	
Speech/Debate	.5

History

The secondary school curriculum will cover the United States and world history with an emphasis on the use of primary and secondary sources, proper methodology of historical inquiry, and causes and effects of major historical events.

American History:

Students will acquire a thorough understanding of the Declaration of Independence, the Constitution, the Bill of Rights, and other central documents (such as the Federalist Papers, Jefferson's correspondence, and Thomas Paine's writings) of the American Founding and will learn the essential elements of United States Constitutional history. Students will demonstrate their ability to analyze key events in American history, including the settlement of America and its native cultures, major Supreme Court decisions, emergence of political parties, important presidential elections, conflicts involving the United States, major social and economic changes and the Civil Rights Movement. They will acquire knowledge of the workings of state and federal government and the electoral process.

World History/Geography :

Studies of world history will build upon the knowledge acquired in elementary and middle school and will focus upon the growth of civilizations and nations in the ancient and modern world, with attention to key moments in their rise and decline. Topics will include the following: the Peloponnesian War, the Hellenistic World, the end of the Roman Republic and the Roman Civil Wars, the decline of Rome, the rise of Byzantium, Meso-American civilizations and the arrival of Spain in the New World, religious wars of the Middle Ages, the Renaissance, the

Reformation, the formation of nation state in Europe, the rise of modern science and medicine, the Opium Wars, the Potato Famine and Irish migrations, the Sepoy Rebellion, the Boxer Rebellion, the Bolshevik Revolution, Colonialism, African Independence, 20th Century India, the Holocaust, the Atomic Age, the Cold War, the fall of Communism, and the Technological Revolution.

Students will be able to use word processors to produce papers with footnotes, charts, and graphs and will be able to use a variety of formatting techniques appropriately for different documents. They will be adept at searching for information on the internet and will demonstrate the ability to use the internet critically for research purposes.

World geography offers students the opportunity to begin to identify their place in the world. Beyond the physical space they occupy, students are pushed to develop informed opinions on world events through various projects and the use of structured conversations, such as Socratic Seminars.

Courses Offered

- United States History (Standard/AP)
- Government (Standard/AP)
- Economics (Standard/AP)
- World Geography
- World History

Graduation Requirements

The State of Tennessee requires students pass 3 units of social studies. They are United States History, United States Government, Economics, and either World Geography or World History.

LEAD Prep Southeast Requirement

Units

United States History	1
Government (Standard/AP)	½
World History/World Geography	1
Economics (Standard/AP)	½

Science

Students will deepen and build upon their knowledge of biology, chemistry, and physics. They will study the human and animal anatomy in detail, focusing on the operations of systems and organ function, including meta-cognition. They will be able to explain cell structure, characteristics, and function and demonstrate an understanding of DNA structure and function.

They will conduct experiments in genetics and show understanding of reproductive processes. Biology laboratory exercises will include dissection and the use of the microscope. Students will gain an understanding of atomic structure and theories, the history of atomic theory and the development of nuclear energy, molecular structure, and environmental issues involved in nuclear power. The curriculum will include both inorganic and organic chemistry. Students will

demonstrate an understanding of chemical reactions and their description through chemical equations.

Students will develop a basic understanding of Newtonian mechanic, including the concepts of velocity, distance, acceleration, force, gravity, potential energy, momentum, and inertia. They will acquire a deepened understanding of the relationship of electricity and magnetism.

Students will develop the ability to evaluate critically scientific claims and the relationship between science and public policy issues. In learning scientific concepts, they will also study the historical development of scientific thought and discovery. Students will make appropriate use of the computer to conduct and present scientific research, including spreadsheet presentation.

Classes Offered:

- Biology I (Standard/AP)
- Chemistry I
- Physics I (Standard/AP)
- Earth Science
- Anatomy and Physiology

Graduation Requirements

The State of Tennessee requires students pass three units of science, including Biology, Chemistry or Physics, and a third lab science.

LEAD Prep Southeast Requirement:

	Units
Biology I (Standard/AP)	1
Chemistry I or Physics I (Standard/AP)	1

New School Electives

Earth Science	1
Anatomy and Physiology	1
Principles of Technology I/II	1

Foreign Language

Students will gain proficiency at least through the intermediate level in at least one ancient or modern foreign language, and students will have the opportunity to progress through the advanced level in one or more languages. They will achieve at least intermediate level reading ability, and in the case of a modern foreign language, intermediate level conversation and writing skills. Courses in foreign languages will familiarize students with the cultures associated with those languages.

Courses Offered

- Spanish I-A
- Spanish I-B
- Spanish II
- French I

- French II
- Latin I
- Latin II

Graduation Requirements

The State of Tennessee requires students to pass two foreign language credits.

LEAD Prep Southeast Requirement	Units
Spanish I-A	.5
Spanish I-B	.5
Spanish II	1
<i>LEAD Prep Southeast Electives</i>	
Chinese I	1
Chinese II	1
French I	1
French II	1
Latin I	1
Latin II	1

Mathematics

Students will demonstrate proficiency in Euclidean geometry, including its laws and theorems, and be able to construct two-column proofs. They will show proficiency in trigonometric functions. They will show understanding of statistical analysis, be able to critique sampling methods, and be able to organize results graphically, using standard deviation, variance, and t-testing and making appropriate use of regression. They will be able to predict outcomes through probability distributions.

Students will use the graphic calculator to solve algebra problems and will be able to solve linear, polynomial, and exponential equations using both symbols and graphs. They will demonstrate the ability to analyze the properties and relationships of functions.

The curriculum will include the essential elements of pre-calculus, including limits, series, sequences, polar equations, and the graphing of parabolas and hyperbolas; LEAD Prep Southeast will ensure that courses in calculus are available to students in which they will gain the ability to solve problems involving limits, derivatives, and integrals and will acquire an understanding of the Fundamental Theorem of Calculus.

Courses Offered

- Algebra I
- Geometry
- Algebra II
- AP Calculus
- AP Statistics

Graduation Requirements

The State of Tennessee requires students to pass 4 units of math, including Algebra I and II, Geometry, and a fourth higher level math course.

LEAD Prep Southeast Requirements

Units

Algebra I	1
Geometry	1
Algebra II	1

LEAD Prep Southeast Electives

AP Calculus AB	1
AP Statistics	1

Visual Arts and Music

Students will be able to identify major works of art, architecture, and music and analyze them in their historical contexts. They will have a thorough understanding of the principle genres and the critical terminology of art, architecture, and music.

They will continue to study the lives and work of major composers and artists, such as J.S. Bach, Ludwig van Beethoven, W.A. Mozart, G.F. Handel, Johannes Brahms, Franz Schubert, Hector Berlioz, Frederic Chopin, Franz Liszt, Maurice Ravel, Igor Stravinsky, and Manuel de Falla; and George Gershwin, Scott Joplin, Cole Porter, Duke Ellington, Louis Armstrong, and Leonard Bernstein. They will continue to study ethno-musicology/non-western musical traditions, such as Balinese Gamela, Tibetan Chant, and Classical Indian Raga.

Students will continue their studies of major schools, genres, media, and periods of visual art. Particular attention will be paid to classical Greek art and its emergence from the archaic period, Greek and Roman architecture, Medieval art, Romanesque and Gothic architecture, the Italian Renaissance, Chinese landscape painting, the development of Japanese architecture, Baroque art, Neoclassicism, Romanticism, Realism, Impressionism, the Arts and Crafts School, Expressionism, Precisionism, Surrealism, Postmodernist art, and the New Realists; and to the artistic media and traditions of Africa, the Middle East, South Asia, East Asia, Australia, and the pre-Columbian Americas.

The curriculum will provide elective opportunities for students to develop their creative abilities in fine arts and will provide opportunities for students to appreciate and use the cultural resources available in their surroundings. Students will demonstrate their knowledge and skill in appropriate use of the computer as a tool for research in the arts and for creative expression.

Courses Offered

Art I
Art II
AP Studio Art
AP Art History
Music I

Music II
Orchestra

Graduation Requirements

The State of Tennessee requires students to pass one fine arts unit to graduate.

LEAD Prep Southeast Requirements	Units
Art I	1

LEAD Prep Southeast Electives

Art II	1
AP Studio Art	1
AP Art History	1
Music I	1
Music II	1
Orchestra	.5

Additional Courses

In addition to the core course outlined above, all high school students will fulfill the state technology, physical education/health, personal finance and fine arts requirements necessary for graduation.

Required technology and fine arts instruction will occur during the course of the four-year high school educational program. As college preparation and entrance is the ultimate goal of high school instruction, LEAD Prep Southeast faculty and staff will ensure that every student meets all graduation requirements necessary to secure entrance to an accredited college and/or university.

Graduation Requirements

The State of Tennessee requires 1.5 units of health, physical fitness and wellness and .5 units of personal finance.

LEAD Prep Southeast Requirement	Units
Responsible Living Program	2

E. ALIGNMENT OF CURRICULUM WITH DISTRICT AND STATE STANDARDS

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, LEAD Prep Southeast 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 Prep Southeast 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.

F. PROGRAMS, BOOKS, AND MATERIALS

LEAD Prep Southeast will select all programs, books, and materials based on their alignment with its expectations, goals, and standards. LEAD Prep teachers and staff may select materials to assist with fast-paced skills development in the 5th and 6th grades to strengthen students' academic foundation. The selection of programs, books, and materials in the 7th and 8th grades will increase the level of expectations as students progress to more sophisticated levels of thinking, always helping students constantly improve and progress. The high school programs, books, and materials will be aligned with our college-preparatory curriculum, Advanced Placement tests, and college-level work.



Since literacy is a critical component of the LEAD Prep Southeast curriculum and successful academic development, instructors utilize several different books and materials to develop students' literacy skills. Students develop their literacy skills through a variety of materials including, novels, trade magazines, newspapers, historical accounts. Over time, LEAD Prep Southeast will build its library to stock a variety of media to excite and engage students in their development.

Math texts and materials will be selected to challenge the students to master the basic skills then move quickly into problem-solving and higher order-thinking. Both science and social studies

materials will challenge the students to learn content that is, perhaps, beyond their independent reading levels, but preparing them at all times to be knowledgeable in the subjects in preparation for our college preparatory high school curriculum.

G. LEAD PREP SOUTHEAST SUMMER SESSIONS

The LEAD 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 (65% 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 June and July 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. The sections below outline the summer session program at each grade level.

5TH GRADE ORIENTATION

In the summer, 120 rising 5th grade students coming from zip codes all over Nashville will begin their academic journey at LEAD Prep Southeast. In addition to a baseline Stanford 10 norm-referenced criterion assessment, the summer session is the time when these new students begin learning how to be productive members of the LEAD Prep Southeast community. Incoming 5th grade students are oriented to the LEAD Prep Southeast mission and culture of high expectations, dedication, discipline, desire, and self-reliance. The orientation classes are led by 5th grade instructors. In the future, older students will participate as student leaders. The following list includes topics covered during the orientation classes:

- History of LEAD
- The LEAD Prep Southeast community—culture and expectations
- The qualities of an ideal LEAD Prep student
- The LEAD Honor Code
- The LEAD BOSS (Binder of Student Success) system
- Teambuilding
- How to ask for help
- Goal-setting

The summer session will culminate in a service-learning project in which all students will take a day hike through the area neighborhood and write a paper about their experience. The intent of this project is to illustrate the differences between the LEAD Prep Southeast community and the surrounding areas and instill pride, self-esteem and confidence.

6TH GRADE ORIENTATION

In addition to a baseline Stanford-10 norm-referenced criterion assessment, the summer session is the time when returning students are re-oriented to the LEAD Prep Southeast mission and culture of high expectations, dedication, discipline, desire, and self-reliance. The orientation classes are led by 6th grade instructors. In the future, older students will participate as student leaders. The following list includes topics covered during the orientation classes:

- History of LEAD
- The LEAD Prep Southeast community—culture and expectations
- The qualities of an ideal LEAD Prep student
- The LEAD Honor Code
- The LEAD BOSS (Binder of Student Success) system
- Teambuilding
- How to ask for help
- Goal-setting

The summer session will culminate in a community service-learning project.

7TH-8TH GRADE SEMINARS

The summer program for the 7th - 8th grades is oriented toward acclimating students to new instructors, new classroom organization systems and new academic material as well as introducing them to an array of seminar-style classes. The seminars are modeled after the Governor's School program. We believe that adding the seminars during the summer session will provide:

- Students the opportunity to gain exposure to new and interesting topics they might not otherwise experience in our college preparatory curriculum (see following page for examples of proposed course offerings.).
- Students a choice in determining their summer course work. The opportunity to select courses based on interest aligns well with our college preparatory goals.
- Instructors the opportunity to teach courses designed around an area of personal interest they might not otherwise have the opportunity to teach.

Each seminar course will meet daily for two hours and will consist of a one-week or two-week unit depending on the class. The following list represents a sample of the seminar classes that might be offered:

- ☐ Contemporary African-American fiction
- ☐ Stock Market 101
- ☐ Hip-Hop Dance
- ☐ Medical Anthropology
- ☐ Music of the World
- ☐ Baseball Physics
- ☐ Criminal Science Investigation
- ☐ History of Film

9TH GRADE SEMINAR AND LEAD PREP SOUTHEAST CAMP HIGH SCHOOL

The rising 9th grade summer program will consist of a combination of the seminar-style classes described above and a *Camp High School* program designed to prepare rising 9th grade students for the high school experience at LEAD Prep Southeast. The intent of our *Camp High School* program is to prepare students for the important transition from middle school to high school. Topics for *Camp High School* will include:

- ☐ How to calculate a grade point average (GPA)
- ☐ Understanding the importance of the high school transcript in relation to academic classes and applications to college
- ☐ Pursuing summer opportunities/internships and summer college programs
- ☐ LEAD Prep Southeast College Counseling program

10TH-12TH GRADE SEMINAR PROGRAM (“3-2-1 READY, SET, GO—TO COLLEGE”)

The rising 10th, 11th, and 12th grade summer programs will utilize the summer to extensively cover the many different aspects associated with the college admissions process. Recognizing that high school students’ level of knowledge and preparation for the college admissions process is at different levels, we will implement our “3-2-1 Ready, Set, Go—TO COLLEGE” with this mindset.

For the rising 10th grades, we plan to spend three days, for the rising 11th graders, two days, and for the rising 12th graders, one day. Our purpose in doing more at the beginning with earlier grade levels and reducing the days as we move to the next grade levels is based on the amount of time we plan to spend with these grade levels during the next school year. For rising 10th graders, we plan to meet with them at least once every quarter with follow-up activities, ranging from designing their resumes to visiting local colleges and attending guest lectures. For rising 11th graders, we plan to meet with them twice a week in the fall through our college counseling

course to focus on standardized test preparation and at least twice a week as a group in the spring to focus on the college search process, with at least two individual meetings with each junior. For the rising 12th graders, we will be meeting with all the students in our daily Senior Seminar course, as well as conducting at least five individual meetings each semester.

Specifically, with regards to the summer seminar program, our three days with the rising 10th graders will be spent introducing the college admissions process, modeled after the program developed by the University of Texas at Austin-Houston Admissions Center. The UT *Camp College Program* was developed to prepare current high school students to be prepared for all aspects of the college admissions process, coupled with the transition that comes from moving from high school to college. LEAD Prep's *Camp College* will cover a wide-range of topics including:

- Selecting the right college
- Learning how to access internet resources
- Writing an effective resume and essay writing workshops
- Participating in mock interviews
- Sharing of admissions application tips and strategies
- Designing electronic web page design/portfolio cataloguing students' works

With the rising 11th graders, given we will be meeting with them quite frequently throughout the year, the two days will be spent covering the areas noted above, coupled with additional topics including:

- Preparing for the standardized tests
- Learning effective test taking strategies
- Writing your personal statement
- Searching and applying for scholarships (especially ones only available to juniors)

With the rising 12th graders, given we will be meeting/working with the seniors every day in the Senior Seminar course, we plan to spend our one day revisiting all the topics noted above and fully preparing the students for what they should expect in this upcoming strenuous, but exciting year.

H. LEAD PREP SOUTHEAST 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 college application process. 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 IIs, 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.

ROLE OF THE COLLEGE COUNSELOR IN THE LEADERS-IN-TRAINING PROGRAM (5TH-8TH GRADE)⁶⁵

The role of the counselor in pre-college guidance and counseling in the Leaders-in-training program at LEAD Prep Southeast is to:

- Implement the goals and objectives of the counseling program by serving students, parents and staff.
- Assist students in the development of effective study skills and learning habits that promote academic excellence.
- Promote the development of student self-awareness and planning of their individual abilities, interests, values, and personal attitudes.
- Guide students in their awareness and planning of their secondary school curriculum, including the selection of a course of study that will enable them to maximize their educational and career options.
- Assist students and parents in understanding the techniques and strategies of educational exploration in the college admission process.
- Broaden student's horizons by introducing them to the variety of postsecondary educational exploration in the college admission process.
- Assist students and parents in understanding the role of testing in education and the individual interpretation of all standardized test results.
- Assist students in the development of career awareness, exploration, and life-planning skills.
- Assist parents in understanding the cost of postsecondary education, the need for financial planning, and the financial aid process.

ROLE OF THE COLLEGE COUNSELOR IN THE YOUNG LEADERS PROGRAM (9TH-12TH GRADE)

The role of the counselor in pre-college guidance and counseling at various stages of the Young Leaders program at LEAD Prep Southeast is first, to continue all appropriate Leaders-in-training program to insure comprehensiveness and articulation and, in addition, to:

- Meet with students and parents regularly to review academic progress and select appropriate courses.

⁶⁵ The following statements were based on the National Association for College Admission Counseling's (NACAC) Statement on Precollege Guidance and Counseling and the Role of the School Counselor.

- Assist student in relating their abilities, aptitudes, and interests to current and future educational and occupational choices.
- Assist students in setting realistic goals, developing decision-making skills, and accepting responsibility for the decisions they make.
- Address special needs of under-represented students, (e.g., minority students, women, students with disabilities, economically disadvantaged students, or other populations) by keeping up-to-date on programs and resources designed specifically for these students and insuring that the students are aware of them.
- Assist students and parents in understanding the college admission and financial aid processes by providing access to current, clear, and concise information concerning the wide range of post-secondary educational opportunities available, entrance requirements, financial aid, curricular offering, costs, admission and financial aid deadlines, and the variety of early admission and early decision programs available.
- Assist students in the acquisition, evaluation, and appropriate use of information, including college guidebooks and catalogs, computer-based guidance systems, and college videos.
- Encourage student and parent participation in college fair programs, admission tests, and in interpreting resulting test scores and their influence in the admission process.
- Assist students in selecting and registering for appropriate college admission tests, and in interpreting resulting test scores and their influence in the admission process.
- Assist students with developing a personal timeline or calendar for completing the tasks associated with the college admission process.
- Work with students and instructors in developing students' essay-writing skills.
- Encourage students to visit college campuses, if possible, to gain first-hand information from admission and financial aid representatives, observe classes, and interact with faculty and students.
- Develop productive relationships with colleges to assist them in understanding the nature of the school curriculum and the quality of their students' preparation.
- Develop and disseminate a school profile for use by colleges and universities.
- Work with college admission representatives to schedule visits to the school so that students will have opportunities to explore a variety of options.
- Advocate on behalf of students via letters of recommendation and personal communication with college representatives;

- Work with the school instructional staff in understanding their role in supporting students as they make important educational and career choices.
- Provide a supportive environment for students and parents and work to eliminate or reduce unnecessary anxiety too often associated with the college admission process.
- Assist students in dealing with difficult situations such as college admission and/or financial aid denials and in developing alternative strategies should this occur.
- Assist students and parents with preparation for the separation process that will occur in the school to college transition.

I. LEAD PREP SOUTHEAST SERVICE-LEARNING PROGRAM

At LEAD Prep 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.⁶⁶ By serving our community regularly, LEAD Prep 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 Prep; 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.”⁶⁷

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 (*For more on this, please see Section 2 below & Section 3 of this application*), observed national best practices, and meets our rigorous community needs



66 Service and Classroom Instruction Enhances Learning: Results from an
 E...s, Vol 15, No.4 (Winter, 1993), pp. 410-419.

67 ...and Social Responsibility in Youth. University of Chicago Press. Chicago,
 I...ful in shaping the LEAD community service component and it's critical
 component of building the self-society link essential in positive identity construction most at-risk students lack. As they have
 stated: “In working to help other persons in need, adolescents can begin to experience their own agency. They can also begin to
 ask why people in our society live in such different conditions and do not possess similar basic resources....Most importantly,
 adolescents who start reflecting in this manner would necessarily consider how they as individuals want to take stands on existing
 ideologies and so decide whether they might simply live through the present moment of history or take responsibility in the actual
 making of history (pp. 4).”

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.⁶⁸

Service-learning empowers students to create their own projects that address community needs, while relating these projects back to their academic objectives. A primary goal of service-learning is to get students to place their volunteer work in a larger social context and to give them an opportunity to explore that connection through reflection activities. Service-learning projects give students a chance to be more actively engaged in school, while gaining real world experience in the surrounding community.

The key elements of LEAD Prep's Service Learning Program conform to the Tennessee state service-learning standards including:

- **Preparation:** Students demonstrate youth voice and identify community needs.
- **Action:** Meaningful service is implemented by students.
- **Structured Reflection:** Students think critically about their service experience and what they learned.
- **Celebration/Demonstration:** Students' projects are recognized and they, in turn, educate others about their experience.

Students' community service will be integrated with a second component beginning in the high school years: Summer Internships. Many of our students will arrive at LEAD Prep with little or

⁶⁸ It's important to note that LEAD Prep students will not be immediately expected to change their community and neighborhoods. As with our academic program, LEAD students will begin engaging their community by first learning basic skills necessary to understand what is happening in their communities; then, through their involvement in our rigorous development program, they will slowly be introduced to proven ways they might positively affect their community; finally, students will put their training into action by developing a community action plan to positively affect their communities. At all times students will work under the guidance of LEAD instructors and staff, their work will be related to their academic development, extracurricular interests, and work product, and will be relevant to their future opportunities. Every student will express their thoughts and questions in essays, discussions, journals, learning expeditions, classroom presentations, and reflection work, work which is intended to establish and strengthen the link between community and classroom.

no valuable work skills, no hope for college matriculation, and little practical knowledge of the work world they will someday inhabit. Therefore, LEAD has designed a comprehensive internship program to expose our students to the real world work environment, help them build the skills and confidence needed to excel in this world, and gain value experience in a certain trade or craft.⁶⁹ The purpose of the internship program is to provide career guidance and career planning assistance for students through systematic exploration of various careers. The goal of the program is to expose students to the demands and rigors of employment, while simultaneously helping them acquire desirable work habits and attitudes in real employment situations. Internships will be coordinated with a student's educational, personal development, and career goals, and is intended to enrich the student's work in the classroom and community.⁷⁰

J. LEAD PREP SOUTHEAST RESPONSIBLE LIVING PROGRAM

A student's time at LEAD Prep Southeast 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."

All must be trained to act honorably, morally, and consistently in any situation. Every step in our model—from our academic program, to our responsible living program—has been designed to offer a specific challenge and lesson that strengthens positive habits, with each test progressively more difficult. Our students will learn early on in our program and will proudly say that, at LEAD Prep, "The only easy day was yesterday!"

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, 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.

All of these qualities are elements of character. They are seldom the result of education, but they are at the heart of training. At LEAD Prep, all training and instruction begins with character and our training is based on a very specific track of character and responsible living development modeled on Kohlberg's Theory of Moral Development.

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

⁶⁹ Furco, Andrew. "Service-Learning: A Balanced Approach to Experiential Education." *Expanding Boundaries: Service and Learning*. Washington, DC: Corporation for National Service, 1996.

⁷⁰ Research has long noted the powerful experience internship programs can have on academic performance and future success. Beginning with the study in 1974 (Koehler, "The Effect of Internship Programs on Subsequent College Performance." *Accounting Review*, Vol. 49, No. 2 (April, 1974), pp 382-384), researchers generally agree that student internships provide valuable supplemental learning, as well as serving as important factors in keeping students in school and providing important real-world experiences and learning opportunities.

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.

K. INDIVIDUALIZED INSTRUCTION LEAD PREP STYLE

LEAD Prep's small school size ensures our staff will know the unique skills, gifts, and challenges of each student and helps us develop an environment where students know they are known, and are supported by staff, instructors, and community members. Each student's academic progress and character development will be followed over time by a minimum of two caring and dedicated adults. School structures, such as crews, study halls, service learning, and 24-hour access to instructors and staff, will ensure students' needs are met and individual strengths are discovered and nurtured. Mentoring, internships, and summer opportunities will foster relationships between LEAD students, staff members, and community members.

LEAD has developed the following structures to ensure that every student develops strong relationships with caring, committed adults.

- **Crews (Advisee Groups):** These are multi-grade level pairings in which a group of two instructors/staff are paired with no more than ten students to ensure that all students know about and have access to challenging academic courses, extracurricular activities, academic and social supports, and the best sequence of classes for college acceptance. Crew Leaders form crucial links with parents, monitor academic progress, lead interventions when necessary, and ensure that their students graduate.
- **Daily, Quarterly, Semesterly, and Yearly Assessment:** Student achievement will be tracked by Crew Leaders so that students receive care and attention when they need it. *For more about our assessment protocols please see **Section 3.***
- **Mentoring:** When appropriate and feasible, older students will be paired with younger students for orientation, tutoring and mentoring. The senior year apprenticeship helps students build relationships with adults in the community, accumulate work experience, and learn about job and career opportunities in authentic ways.

L. Serving Exceptional Education Students

A key part of our plan is that all students, including those with disabilities, are fully integrated

into all programs. The LEAD Public School's 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.⁷¹ LEAD Public Schools has a proven track record of earning outstanding special education compliance reports.

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 Public Schools' 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.

In accordance with federal regulations, Chapter 839 of Tennessee Public Acts of 1972, § 1 (codified to T.C.A. §§ 49-10-101 *et seq.*), and the Individuals with Disabilities Improvement Education Act (2004), LEAD Prep Southeast will serve special education, at-risk, and limited English proficient (LEP) students, and ensure that all children with disabilities have available to them a free and appropriate public education which emphasizes special education related services designed to meet their unique needs. Furthermore, LEAD Prep Southeast shares the Tennessee Legislature's intent to "provide...as an integral part of free public education, special education services sufficient to meet the needs and maximize the capabilities of children with disabilities" (Chapter 839 of the Tennessee Public Acts of 1972, §1 (codified to T.C.A. §§ 49-10-101 *et seq.*).

Therefore, it is the policy of LEAD Prep Southeast to provide all students with a "free and appropriate education" as defined by the Tennessee State Board of Education Rules and Regulations Chapter 0520-1-9.01(25), Chapter 839 of the Tennessee Public Acts of 1972, §1 (codified to T.C.A. §§ 49-10-101 *et seq.*), Individuals with Disabilities Education Improvement Act of 2004 and integrate all students with disabilities into the programs at LEAD Prep Southeast. We will fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA). The Individual Education Plan (IEP) requirement will be met through developing the Individual Service Plan (ISSP) within the framework of our curriculum and school design. All students will receive instruction in a mainstream environment to maintain the least restrictive environment. With an anticipated 90% of students qualifying for Title I money, most of the school population is considered "at-risk".

In compliance with state and federal law, whenever appropriate a student will be involved in the development of his/her IEP and all appropriate processes and procedures referenced in Chapter 839 of Tennessee Public Acts of 1972, § 1 (codified to T.C.A. §§ 49-10-101 *et seq.*), and the Individuals with Disabilities Education Act (2004) will be followed.

⁷¹ These services and activities may include: counseling services, athletics, transportation, health services, recreational activities, and special interest groups and clubs.

LEAD Prep Southeast 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.⁷²

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.

LEAD Prep Southeast will 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.

Based on our experience at our two schools, we expect that the number of special education students at LEAD Prep will not warrant full-time providers for specialized services; instead we intend to continue working with MNPS and contracting with independent providers like Franklin Speech to provide speech therapy, and other outside staff to provide counseling, occupational therapy, and any other related services that a student's IEP requires.

Evaluation Process for Students with Learning Disabilities: LEAD Prep Southeast 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. LEAD Prep Southeast shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional

⁷² These services and activities may include: counseling services, athletics, transportation, health services, recreational activities, and special interest groups and clubs.

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. LEAD Prep Southeast will 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.

Section 504: LEAD Prep Southeast shall 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, a referral for assessment under the IDEIA will be made by the 504 team.

Identifying At-risk Students: LEAD Prep Southeast will screen the following data to identify at-risk students:

- ☐ Students scoring below the 25th percentile on the previous year’s standardized test in any one subtest score in Reading, Language Arts, or Math.
- ☐ 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.
- ☐ ELL students in transitional reading for more than one year.
- ☐ Students scoring at below basic or far below basic on the TCAP tests.

If a child is experiencing learning difficulties, the parent or teacher may contact the School Director to refer a student for special education evaluation and screening. Within a reasonable amount of time, staff must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide written consent for the evaluation. The evaluation must be completed and then report within 40 calendar days of the date the school receives the written consent. LEAD Prep Southeast will provide a copy of the report to the parent.

Following the evaluation, the IEP team will meet to review the assessment results to determine whether the child is a child with a disability and has an educational need for special education services. The educational needs of the child would be determined by a team of qualified professionals and the parent of the child. The school would seek the informed consent of the parent of such child before providing special education and related services to the child.

If staff determines that the evaluation is not needed, the Collaborative Teacher (Special Education Teacher) will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the school, including the right to an independent evaluation.

Additionally, any students having difficulty in the regular classroom will be considered for tutorial, compensatory, and other support services that are available to all students.

After determining a student's need for special education services, an IEP team will be formed to address a student's particular special needs, including developing an IEP designed specifically to meet the identified needs of the student. All IEP meetings and communications with the parents (including Parental Rights) will be given in the parents' native language. LEAD Prep Southeast will have an interpreter at all IEP meetings with parents. 34 C.F.R. § 300.322(e), including a sign language interpreter for a parent who may be deaf.

The Least Restrictive Environment will be the foremost principle guiding all IEP teams in programming services for students. LEAD Prep Southeast, in accordance with the State Department of Education Special Education Manual, will follow seven steps in undertaking the IEP process,⁷³ including:

- ☐ Referral
- ☐ Pre-evaluation
- ☐ Evaluation
- ☐ Eligibility Determination
- ☐ Development of IEP
- ☐ Implementation of IEP
- ☐ Annual Review

IEP teams will determine whether services other than instruction are necessary to help students benefit from special education. In certain cases, the IEP team may recommend an evaluation to

⁷³ The seven steps refer directly to the State of Tennessee's Special Education Manual and the definitions and procedures mandated for each step (see Special Education Manual pp. 7-9).

determine the need for a specific related service.⁷⁴ In all cases, related services will support the special education program outlined in the IEP with a clear correlation between the related services and IEP goals and objectives. At this time, we are asking to continue to work with Metro Nashville Public Schools' special education services in a similar manner as currently in operation at the first campus. We have budgeted for these services at the daily rate and included such figures in its budget (*see Attachment 5: LEAD Prep Southeast 5-year budget.*)

Students will be reevaluated at least every three years or earlier if conditions warrant. All reevaluations must be requested by a member of the IEP team prior to the triennial due date in accordance with state and federal regulations.

For a student to be exited from special education an IEP team evaluation must find that the child:

1. No longer meets the Tennessee eligibility standards,
2. No longer requires special education and related services,
3. Graduates with a regular diploma, or
4. Exceeds the eligibility for FAPE (age 21) before the start of the school year.

All disputes will be resolved in the following way in accordance with the Tennessee Special Education Manual (p. 10):

- ☐ The student's instructor or the school director will be contacted.
- ☐ An IEP team meeting will be held to discuss concerns of the IEP team members.
- ☐ If step number two is unsuccessful, the interested party should contact the special education office at the local board of education.
- ☐ If step number three does not resolve the matter, the interested party should contact the Tennessee Department of Education for further assistance.

If the resolution of the disagreement is unsuccessful, an administrative complaint should be filed with the State Department of Education.

Parental rights will be given at least once per year in addition to (1) Upon initial referral or parental request for evaluation; (2) upon receipt of the first written administrative complaint or due process complaint in a school year; (3) upon disciplinary removal that constitutes a change of placement; and, (4) whenever a parent wants them.

⁷⁴ LPS recognizes that the composition of the IEP team is statutorily prescribed and will follow the guidelines prescribed by the State Department of Education in its Special Education Manual (2003). In accordance with the State standards, LEAD Prep Southeast will regularly report to parents on their child's progress, allowing them to be better equipped to support their progress, which is a goal of the entire school-based team. The make-up of the IEP team will include (1) The parent/s of the child; (2) one regular education teacher; (3) one special education teacher (4) LEA representative (i.e. school director); (5) an individual who can interpret the instructional implications of evaluation results; (6) at the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and, (7) whenever appropriate, the child with the disability. 20 U.S.C. § 1414(d); 34 C.F.R. § 300.321.

LPS feels certain that by adhering to the state mandated procedures that the rights of children with disabilities and their parents will be protected, that students with disabilities and their parents will be provided with the information they need to make important and critical decision regarding the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.

In keeping with the MNPS Board Policy, the School Director, as instructional leader in the school building, assumes all responsibility for assuring that all students who are eligible for Special Education have current and appropriate IEPs and evaluations. The School Director's duties include:

- Ensuring that there is adequate participation by a general education instructor in each IEP meeting, as required by IDEA-97. A general education teacher will be physically present and involved in at least the parts of the IEP that involve general curriculum and participation in regular classes or activities. This duty would involve assisting teachers in scheduling meetings so that the general education teacher can attend and possibly arranging for coverage of classes.
- Ensuring that appropriate decisions are made regarding participation in statewide and system-wide assessments. All Special Education students will participate in the regular assessment, or if the nature of the disability is such that such participation would be meaningless to the child, the Tennessee Alternative Assessment (TCAP-Alt.) must be used. Any students who work with an academic curriculum and even some who are in the Life Skills curriculum are expected to take TCAP assessments.
- The School Director will participate in the IEP meetings. This is especially important when discipline is involved.
- The School Director will work with the Special Education teachers to ensure that each teacher is able to work with the students and families to develop an appropriate IEP and to implement the IEP as written. If assistance or support is needed, the School Director can and will involve the ISET or Coordinator.
- The School Director will provide adequate supervision to ensure that the IEPs are being implemented and included in daily, weekly and unit lesson plans. Special Education instructors will be held to the same standards for such plans as are general education teachers, even if their plans may be more individualized. If the instructor needs assistance or instruction in this process, the ISET will be contacted.
- The School Director will ensure that each student with an IEP has a report home at least each 6 weeks regarding progress on IEP goals. The form itself is designed to assist with this reporting. A copy of the report will be kept with the current IEP and placed in the cumulative record to ensure appropriate documentation.

As required by IDEA, LEAD Prep Southeast will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students assessed on the Tennessee Comprehensive Assessment Program.
- The settings in which students with disabilities receive their services, specifically the portion of the day they receive services with non-disabled peers including time away from the regular classroom.
- The number of students with disabilities suspended “in-school” and out-of-school organized by disability and length of suspensions.
- The basis of exit of students with disabilities from LEAD Prep Southeast (e.g. attainment of diploma and type, declassified, moved, etc.).

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. “The term ‘transition services’ means a coordinated set of activities for a child with a disability that ‘is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-secondary activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.’” 20 U.S.C. 1402 (34); 34 C.F.R. § 300.43.

Intended Goals and Outcomes of At-risk Students: LEAD Prep Southeast will work to raise the TCAP cores of our low-performing students by at least 5 percentage points each year. Low-performing students will have their achievement test scores individually monitored, comparing their progress from year to year. All students performing below grade-level will be supported through the following means:

- By the end of the sixth week of school, all parents of students at LEAD Prep Southeast, identified as low-achieving will have been informed of their child’s academic standing.
- At Back-to-School Night and parent education workshops, parents will be given specific suggestions as to how to help their child at home.
- A list of available tutoring, library and enrichment resources will be developed and made available for parents of all students.

- Staff development sessions will be devoted to differentiated instruction including how to meet both the needs of low-achieving students and high achieving students.
- In the classroom, paraprofessionals and volunteers will provide individualized assistance directed by the teacher.
- Preparation and follow-up activities such as field trips, guest speakers and assemblies will focus on language development and conceptual understanding of material presented and/or experiences shared.
- A centralized list of targeted low-achieving students will be kept by the administrator to monitor student progress, to track services, and to provide the LEAD Prep Southeast Chief Academic Officer or his/her designee with periodic updates on the progress of student achievement. Confidentiality will be maintained and data will be provided without names.
- Annual assessments of strategies will be conducted.
- A full-time Parent Outreach Coordinator will work with parents to devise strategies to involve all parents in school programs that support meeting the needs of all children.

Students of Low Socio-Economic Status: Since more than 90% of LEAD Prep Southeast students are anticipated to qualify for Free/Reduced meals, most of the school population is considered “at-risk”. Additionally, based on the high numbers of ELL students and the low performance of the schools serving Southeast Nashville, we anticipate many of students will have basic skills deficiencies. 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, LEAD Prep Southeast will have 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.

English Language Learners (ELL) and Limited English Proficient Learners (LEP): LEAD Prep Southeast 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

ELL's 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 the program will support ELL's 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 ELL's in English intensive classes.

LEAD Prep Southeast will 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 specifically for ELL students. The curriculum content for the sheltered English classes will be the same as in the English only classrooms.⁷⁵

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 Prep Southeast will implement the following policies to assure proper placement, evaluation, and communication regarding ELL's and the rights of students and parents:

- **Home Language Survey:** LEAD Prep Southeast 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. LEAD Prep Southeast 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 Prep Southeast 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.

Students who enter LEAD Prep with an ELL/LEP label will be tutored during study hall or the enrichment period. All LEAD Prep Southeast instructors will develop classroom instruction that reaches students through multiple modalities. LEAD's first schools have shown that high-quality, varied instruction can help ELL/LEP students to make tremendous academic gains. Accordingly, immersion in the regular classroom will be the preferred model at LEAD Prep 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.

Section 3 - Describe the plan for evaluating student academic achievement and the procedures for remediation

To retain its charter, a charter school is required by law to make adequate yearly progress, as measured by the state, toward achievement of the state's accountability goals. All schools must participate in the state's assessment system, the Tennessee Comprehensive Assessment Program (TCAP).

Provide a detailed framework of the school's approach to assessment, including any external and internal measures that will be used to establish and monitor student academic and non-academic progress beyond the state testing requirements. Summarize how performance data will be collected, reported, and used to improve instruction. Provide details about your plan for intervention and remediation should students fail to demonstrate adequate yearly progress.

A. Approach to Assessment, Including Collection, Reporting and Use of Data

- i. Educational Goals and Methods
- ii. Student Assessment Plan
- iii. Data Team and Instructional Team
- iv. Data Systems
- v. Research and Evaluation
- vi. Operational Goals and Metrics

B. Remediation and Accelerated Learning

- i. Students Achieving Below Grade-Level
- ii. Assessment and Grading for Students with Individualized Education Programs
- iii. Assessment Guidelines for English Language Learners Grading

A. Approach to Assessment, Including Collection, Reporting and Use of Data

The mission and vision at LEAD Prep 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 Prep, 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.⁷⁶ To meet our vision, we assess our students using a variety of tools, including:⁷⁷

⁷⁶ The gap between actual and desired performance can be applied to every facet of student success, from academic learning to discipline to *character* development. Assessments and reports of each facet of a student's performance will be generated and reviewed at the quarterly LEADership contract meetings.

⁷⁷ It is important to note that all LEAD Prep assessments will be aligned with college-ready expectations in addition to MNPS and state standards. Too often standards are overly vague and contain goals which are hard to measure *during* the year. Therefore, LEAD assessments will aim higher than just state tests so that students will succeed not only on local tests but also on college-track assessments and be prepared to enter college ready to succeed.

ASSESSMENT METHODS

- | | |
|---|--------------------------------|
| ✓ Tennessee standards-based nine-week report cards | ✓ Daily classroom monitoring |
| ✓ Tennessee standards-based Interim assessments ⁷⁸ | ✓ Learning expedition Projects |
| ✓ Mid-term and final exams | ✓ Unit tests |
| ✓ Standardized tests | ✓ Portfolios |
| ✓ Student journals | |

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 Prep Southeast, we are focused on student learning. Therefore, instructors work collaboratively 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 their 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

⁷⁸ According to Kim Marshall virtually all low-SES schools that have succeeded in getting high levels of student achievement—as well as higher-SES schools that are closing the achievement gap—systematically analyze interim assessment results (often in teacher teams) and put the data to work in classrooms.

The assessment of student achievement will drive our program, discourse of evaluation and improvement, and the allocation and usage of resources. Student quarterly benchmark data in reading/language arts, mathematics, science, and social studies, student grade reports, and standardized testing scores in combination with student work discussion, and other assessment will be at the root of all decisions made on our campus.

The achievement of LEAD Prep Southeast will be measured in both growth and absolute measures. Growth in student achievement is the primary measure that will be used to determine whether the school is an academic success.



Educational Goals and Metrics: LEAD Public Schools has developed a set of performance accountability metrics that are aligned to our core mission of preparing students to graduate from high school ready to succeed in college, the workplace, and life. These metrics are clearly defined in *Sections 1 and 2*. The performance data is used to hold the School Director and staff accountable for meeting performance targets. The School Director and teachers receive performance compensation incentives for meeting accountability targets. High priority targets that are not met trigger performance improvement plans, intensive support and probation status for principals and schools. The metrics and goals set reflect State and Federal accountability, district performance targets, LEAD Board of Directors targets set for all schools, as well as funder accountability targets in some cases. All teachers at LEAD schools create and manage a standards-based tracker like the one below and use it to track student performance.

Figure 1: Standards-based tracker for Humanities Class

Class Goal:				80.00%		7.2 Examine media (ONLY IDENTIFY MEANING)	7.1 Experience, evaluate, and critique media (ONLY EVALUATE)	6.1 Describing various elements of theater	5.1 Discover and explore the contributions of people in a multicultural society	
Your classroom goal										
Overall Mastery:				87.8%						Pick a Unit:
All Students										Unit averages will be shown below
Tested Mastery:				87.8%						
Only Students Who Have Tested										
Coverage:				100.0%		Unit 5				
Percent of Learning Goals Assessed										
				LG/Objective		LG	LG	LG	LG	
				Unit Number		Unit 1	Unit 1	Unit 1	Unit 1	
				Date Assessed						
				Total Points	600	100	100	100	100	
				Tested Mast.	97.9%	97.5%	83.5%	93.5%	93.8%	
Last, First	Class	Tested Mast.	Overall Mast.	97.9%	97.5%	83.5%	93.5%	93.8%		
Class Summary	1	34.3%	34.3%	0.0%	85.0%	57.5%	86.7%	76.3%		
Student 1	1			100.0%	100	50	83	92		
Student 2	1			100.0%	100	50	100	100		
Student 3	1			82.7%	100	50	100	83		

Student Assessment Plan: Using TN Content Standards, LEAD Public Schools has clearly defined what students should know and be able to do in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student progress. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students will be able to demonstrate proficiency when measured against multiple measures. Proficiency will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures will include but not be limited to:

- **Diagnostic exams:** Incoming and continuing students are given diagnostic exams to determine proficiency in math and reading. An English Language test is administered at the beginning of the year to determine English language proficiency for those whose first language is not English and is administered annually until students are designated English fluent-based on ELDA.
- **State-Mandated Standardized Tests:** All state-required tests, TCAP, CELLA, ELDA, and MAAS are administered to determine the degree to which schools are meeting state, federal and LEAD performance accountability targets.
- **DEA Assessments:** DEA Assessments are administered three times every year. These assessments are linked to performance on the TCAP and End-of-Course tests and are used by staff and LEAD Public Schools Staff to review performance, drive improvement, and focus lesson plan and delivery.
- **Interim Benchmark Assessments:** Since there are no DEA Assessments outside of Reading and Math, and since instructors do not always follow the state mandated curriculum and plan, LEAD has developed its own proprietary Interim Assessments. All LEAD schools administer interim benchmark assessments aligned to instructional resource guides in all core subjects as one of the indicators student proficiency on standards, to inform instruction practices across LEAD schools, and to drive teacher reflection and improvement of practice. These assessments are administered four times per year. (*See Attachment 3: Interim Assessment Review Checklist*)
- **Classroom Assessments and Standards-based Report Cards:** Student work is designed and assessed based on standards assessed in the assignment. Standards-based reports communicating the degree to which students demonstrate proficiency on grade level standards for the course are issued quarterly.
- **Responsible Living and Study Skills:** Students' performance in non-academic areas is measured separately from academic proficiency including e.g. study skills, work habits, behavior.

Data Team and Instructional Team: College-preparatory, rigorous assessments that are aligned to state content standards will be provided to all LEAD Prep Southeast students. A “Standards Planning Sheet” will be used to ensure that each assessment correlates to a state standard and encourages teachers to assess whether or not students have mastered each standard (*See Attachment 4: Data Review Protocol*). Teachers will also be trained to use the Backwards Design Model for developing instructional units. This model requires the teacher use the state standards as a starting point for curriculum development. By adhering to this model, LEAD Prep Southeast ensures that student report card grades measure the level of student mastery of content standards. Teachers will also use student achievement results on assessments to determine areas for re-teaching and will meet at least once a semester to examine student work using protocols to assess student levels of proficiency with regards to standards. Teachers will use student performance on assessments to guide their planning and instruction. For example, the Reading Department may develop a writing rubric aligned with state content standards to address the low writing skills of students.

LEAD Prep Southeast staff will rely heavily on data collected from assessments to personalize learning for each student and to ensure proper placement in classes. All new students take two placement exams (one in reading and one in math) during the summer. The reading test is taken from DRA, a standards-aligned reading acceleration program, and this test determines a student’s lexile level so that staff can determine which students are reading at a basic or far below basic level. The Math Diagnostic test is used to determine fluency in numbers and operations, a basic-requirement for middle-school math. Incoming students are tested during the Summer Induction Program. Students who score basic or far below basic on the reading assessments are placed in a year-long course to support them in reading/language arts. Students who score Basic or Below Basic on the math assessments may be placed in a course specially designed to support them in their mathematics.

LEAD Prep Southeast will use interim assessments to benchmark student progress in core areas including Reading/Language Arts, Math, Science and Social Studies. The assessments and review sessions help instructors and instructional and grade level teams to develop pacing guides, exams, and a variety of data reports and analysis of student scores. The goals of our frequent assessment are listed below:

- Provide staff the ability to track individual student progress.
- Create common assessment tools across the organization to allow teachers to use common data from which to inform instruction.
- Create the opportunity for collaboration amongst teachers so that best practices can be shared across the organization.
- Provide multiple opportunities for students to get accustomed to standardized testing.
- Staff will also use data from state assessments, diagnostic assessment and classroom assessments on an ongoing basis to inform instruction and student placement.

LEAD Prep Southeast will use all of these indicators to monitor student growth, school progress. The staff will analyze student achievement data to determine the areas of highest need and to develop specific goals and steps to be taken to increase student achievement. Each department will set goals at the beginning of each year to determine steps to be taken to achieve the goals. For example, after reviewing state test data, the math department may set a goal to increase the number of students in the “Advanced” category in Math by 16%. The department then establishes steps to take, including resources to be used, to help them reach this goal. In addition, the review of student grades each quarter leads to a discussions about the types of assessments each teacher uses as well as the ways in which teaches are grading.



Student achievement and assessments are also discussed during department meetings and grade level meetings. The master schedule aims to provide all teachers in a department with a common planning period every day so they can meet at least weekly to collaborate. Additionally, departments/grade levels may meet on early release Wednesdays to discuss progress towards department goals and curriculum pathways. Each grade level functions as a Student Success Team that collaborates to develop individualized intervention plans for struggling students and/or high achieving students in need of a challenge.

Data Systems: LEAD Prep Southeast will use data systems currently used by LEAD including PowerSchool and Data Director to track student progress on classroom, LEAD interim assessments and state standardized assessments. LEAD Prep Southeast will also use the LEAD PowerSchool Standards-based Report Card system. Our organization is working to significantly increase immediate real time access to student performance data to teachers, school leaders and the LEAD Public Schools Support Center through a new data system currently being used to great effect by YES Prep schools and developed by DELL. More immediate access will inform classroom instruction as teachers critically analyze current student data, identify strengths and weaknesses, and develop personalized learning plans for their students. LEAD Public Schools will provide all required data to MNPS.

Examples of high-quality work that adorns LEAD walls. At LEAD, work is never finished; it can always be improved.

Research and Evaluation: LPS and LEAD Prep Southeast are committed to collaborating closely with MNPS and with other public schools to share best practices and learn from each other and will participate in district surveys and evaluation activities. All LEAD Public Schools will share practices with MNPS in the following areas: effective teacher performance evaluation and student assessment systems, responsible parent and student involvement in school, and narrowing the achievement gap among students of various backgrounds.

LPS intends to have both formal and informal interactions and communications with the District and with other schools in order to foster learning and sharing. All LEAD Public School Directors are expected to attend monthly charter school principal meetings, yearly statewide Charter School Conference, participate in appropriate MNPS meetings, host regular school visits and open houses, share original charter materials, and communicate electronically on an ongoing basis.

Operational Goals and Metrics: LPS has 5 years experience successfully opening and operating a high-performing charter middle and high schools. Based on our leadership experience we will meet the operational goals at LEAD Prep Southeast that are place at our current school. Our operational goals include: 85% teacher retention, financial solvency with public funding by the 3rd year in operation and \$850,000 in start-up fundraising that we have raised for another LEAD school. The Director of Talent (*when hired*) will monitor credentials in accordance with NCLB’s definition of “highly qualified” teachers.

We will go beyond this compliance target to insure that our teachers are highly effective. The LPS staff supports schools and monitors compliance with the performance contract/charter. LEAD monitors school performance on operational goals and metrics with an annual dashboard (including AYP Criteria) that is used to report progress and to determine performance compensation incentives as well as principals and schools designated for required improvement support. (*For more detail and an example of our dashboards, please see **Attachment 6: Board and Staff Dashboards***).

B. Remediation and Accelerated Learning

LEAD Prep Southeast will 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 (**See Section 2**). 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 LEAD’s first school 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. LEAD Prep Southeast will 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.



Most importantly, all students at LEAD Prep Southeast will be well-known and supported by staff, instructors, and community members. Each student's academic progress and character development will be followed over time by caring and dedicated adults. 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.

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 Prep Southeast 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 Support Team (S-team) 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 S-team meeting which standards their child is still not meeting at grade level.

If a child is experiencing learning difficulties, the parent or teacher may contact the School Director to refer a student for special education evaluation and screening. Within a reasonable amount of time, staff must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide written consent for the evaluation. The evaluation must be completed and then report within 40 calendar days of the date the school receives the written consent. LEAD Prep Southeast will provide a copy of the report to the parent.

Following the evaluation, the IEP team will meet to review the assessment results to determine whether the child is a child with a disability and has an educational need for special education services. The educational needs of the child would be determined by a team of qualified professionals and the parent of the child. The school would seek the informed consent of the parent of such child before providing special education and related services to the child.

If staff determines that the evaluation is not needed, the Collaborative Team (i.e. Special Education) will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the school, including the right to an independent evaluation.

Additionally, any students having difficulty in the regular classroom will be considered for tutorial, compensatory, and other support services that are available to all students.

After determining a student's need for special education services, an IEP team will be formed to address a student's particular special needs, including developing an IEP designed specifically to meet the identified needs of the student. All IEP meetings and communications with the parents (including Parental Rights) will be given in the parents' native language. LEAD Prep Southeast will have an interpreter at all IEP meetings with parents. 34 C.F.R. § 300.322(e), including a sign language interpreter for a parent who may be deaf.

The Least Restrictive Environment will be the foremost principle guiding all IEP teams in programming services for students. LEAD Prep Southeast, in accordance with the State Department of Education Special Education Manual, will follow seven steps in undertaking the IEP process,⁷⁹ including:

1. Referral
2. Pre-evaluation

⁷⁹ The seven steps refer directly to the State of Tennessee's Special Education Manual and the definitions and procedures mandated for each step (see Special Education Manual pp. 7-9).

3. Evaluation
4. Eligibility Determination
5. Development of IEP
6. Implementation of IEP
7. Annual Review

IEP teams will determine whether services other than instruction are necessary to help students benefit from special education. In certain cases, the IEP team may recommend an evaluation to determine the need for a specific related service.⁸⁰ In all cases, related services will support the special education program outlined in the IEP with a clear correlation between the related services and IEP goals and objectives. At this time, we are asking to continue to work with Metro Nashville Public Schools' special education services in a similar manner as currently in operation at the first campus. We have budgeted for these services at the daily rate and included such figures in its budget (*see Section 4 for the LEAD Prep Southeast five-year budget and Budget Narrative.*)

Students will be reevaluated at least every three years or earlier if conditions warrant. All reevaluations must be requested by a member of the IEP team prior to the triennial due date in accordance with state and federal regulations.

For a student to be exited from special education an IEP team evaluation must find that the child:

5. No longer meets the Tennessee eligibility standards,
6. No longer requires special education and related services,
7. Graduates with a regular diploma, or
8. Exceeds the eligibility for FAPE (age 21) before the start of the school year.

All disputes will be resolved in the following way in accordance with the Tennessee Special Education Manual (p. 10):

1. The student's instructor or the school director will be contacted.
2. An IEP team meeting will be held to discuss concerns of the IEP team members.
3. If step number two is unsuccessful, the interested party should contact the special education office at the local board of education.
4. If step number three does not resolve the matter, the interested party should contact the Tennessee Department of Education for further assistance.

⁸⁰ LPS recognizes that the composition of the IEP team is statutorily prescribed and will follow the guidelines prescribed by the State Department of Education in its Special Education Manual (2003). In accordance with the State standards, LEAD Prep Southeast will regularly report to parents on their child's progress, allowing them to be better equipped to support their progress, which is a goal of the entire school-based team. The make-up of the IEP team will include (1) The parent/s of the child; (2) one regular education teacher; (3) one special education teacher (4) LEA representative (i.e. school director, special education director, lead collaborative teacher); (5) an individual who can interpret the instructional implications of evaluation results; (6) at the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and, (7) whenever appropriate, the child with the disability. 20 U.S.C. § 1414(d); 34 C.F.R. § 300.321.

If the resolution of the disagreement is unsuccessful, an administrative complaint should be filed with the State Department of Education.

Parental rights will be given at least once per year in addition to (1) Upon initial referral or parental request for evaluation; (2) upon receipt of the first written administrative complaint or due process complaint in a school year; (3) upon disciplinary removal that constitutes a change of placement; and, (4) whenever a parent wants them.

LPS feels certain that by adhering to the state mandated procedures that the rights of children with disabilities and their parents will be protected, that students with disabilities and their parents will be provided with the information they need to make important and critical decision regarding the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.

In keeping with the MNPS Board Policy, the School Director, in collaboration with the Special Education Director and lead collaborative teacher, assumes all responsibility for assuring that all students who are eligible for Special Education have current and appropriate IEPs and evaluations. The School Director's duties include:

1. Ensuring that there is adequate participation by a general education instructor in each IEP meeting, as required by IDEA-97. A general education teacher will be physically present and involved in at least the parts of the IEP that involve general curriculum and participation in regular classes or activities. This duty would involve assisting teachers in scheduling meetings so that the general education teacher can attend and possibly arranging for coverage of classes.
2. Ensuring that appropriate decisions are made regarding participation in statewide and system-wide assessments. All Special Education students will participate in the TCAP Achievement or TCAP MAAS assessment, or if the nature of the disability is such that such participation would be meaningless to the child, the Tennessee Alternative Assessment (TCAP-Alt.) must be used. Any students who work with an academic curriculum and even some who are in the Life Skills curriculum are expected to take TCAP assessments.
3. The School Director will participate in the IEP meetings. This is especially important when discipline is involved.
4. The School Director will work with the Special Education teachers to ensure that each teacher is able to work with the students and families to develop an appropriate IEP and to implement the IEP as written. If assistance or support is needed, the School Director can and will involve the Compliance Facilitator or Special Education Director.
5. The School Director will provide adequate supervision to ensure that the IEPs are being implemented and included in daily, weekly and unit lesson plans. Special Education instructors will be held to the same standards for such plans as are general education teachers, even if their plans may be more individualized. If the instructor needs assistance or instruction in this process, the Compliance Facilitator or Special Education Director.
6. The School Director will ensure that each student with an IEP has a report home at least each 6 weeks regarding progress on IEP goals. The form itself is designed to assist with

this reporting. A copy of the report will be kept with the current IEP and placed in the cumulative record to ensure appropriate documentation.

As required by IDEA, LEAD Prep Southeast will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability, and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students assessed on the Tennessee Comprehensive Assessment Program.
- The settings in which students with disabilities receive their services, specifically the portion of the day they receive services with non-disabled peers including time away from the regular classroom.
- The number of students with disabilities suspended “in-school” and out-of-school organized by disability and length of suspensions.
- The basis of exit of students with disabilities from LEAD Prep Southeast (e.g. attainment of diploma and type, declassified, moved, etc.).

Assessment and Grading for Students with Individualized Education Programs (IEPs):

LEAD’s policies regarding assessment and grading for students with IEP’s are based on the MNPS standard operating procedure #1728 and will be used to assist IEP teams with grading considerations for students with IEPs.

At LEAD Prep Southeast, the standards for grades in the general program will not be changed. However, a student may receive assistance in order to master material, but the grade itself will reflect general curriculum standards. A general education report card will be used.

Definitions:

1. ***Accommodations:*** Accommodations are supports that assist the student with accessing the general requirements of the curriculum. Accommodations can be made without changing the curriculum or required mastery level.
2. ***Modifications:*** Modifications are changes to the curriculum or mastery level expectations for the student. Modifications require an IEP and the IEP progress report.

Grading procedures for students with IEP’s are defined below:

1. Students who Receive Special Education Services in General Education Classes: For students who receive special education services, the LEAD Academy IEP team will address the level of participation in the general education program. In all cases, under IDEA-97, 20

U.S.C. §§ 1400 *et seq.*, the report home will include a report on progress on the IEP. The IEP is formatted to allow reporting at these intervals. Students who receive special education services may participate in general education classes in the following ways when deemed appropriate by the IEP team:

- A. *General Education with No Modifications:* For some students, the IEP will document that the student will participate with no modifications or accommodations. These students will receive the same instruction as other students (which should include diverse instructional strategies for reaching the range of students in a general classroom) with no modifications in class work, homework, testing, or grading classroom assignments. Grading will be the responsibility of the general education teacher. For the subjects in general education, the regular report card is used, with the IEP report attached with appropriate comments included.
 - B. *General Education with Accommodations:* Other students will participate in the general classroom with allowable accommodations as described in the IEP and communicated to the parents and the general education teacher. The mastery level standard will be the same for these students. The general report card is used as the primary reporting tool. Grading will be the responsibility of the general education teacher. The IEP report should also be included for reporting progress on goals.
 - C. *General Education with Alternate Goals and Objectives:* Some students, usually those with more significant disabilities, will participate in the general classrooms for exposure to the curriculum and for social development. The IEP will list alternative goals and objectives and will describe the modifications and accommodations to be used in the general classroom. The grade will document the child's progress, and the IEP report should be the primary reporting vehicle. The grade/report will be the responsibility of the special education teacher and will be determined through collaboration with the general education teacher. The grade is not considered equivalent to a general education grade.
2. Students With Disabilities who Receive Instruction in the General Curriculum through Special Education Services in a Self-Contained Classroom: Students can participate in the general curriculum in an adapted setting in these ways:
- A. *Full Participation in the General Curriculum:* A student can participate in the general curriculum, taught by the special education teacher, in a self-contained classroom. For these students, one accommodation is the different setting. Other accommodations of the instruction, assignments, or assessment format may be described in the IEP. The general report card, supplemented with the IEP report, will have an unmodified grade. This reporting may be the case for students receiving services in moderate intervention services (MIS), but other students may also be in this category.

- B. *Modified Curriculum:* Some students participate in the general curriculum in the special education classroom with adapted and significant modifications. Differentiated instruction, assignments and the mastery level may all be affected. These students should receive a modified grade, and the IEP report will be the primary reporting vehicle.

Assessment guidelines for English Language Learner (ELL) Grading Guidelines

- ELL students will also be eligible for special education services, when appropriate. Should a scheduling conflict occur between the two programs, the need for special education services will override placement in the ELL program.
- Each ELL child will be assessed according to his/her abilities.
- LEAD Academy instructors will make sure he/she has proof of the modifications, accommodations, and parent contacts made for each student taught.
- No student will be retained or failed solely because of lack of English language proficiency or without providing the parents with sufficient and accurate documentation that supports recommendation.

Section 4 – Provide an operating budget based on anticipated enrollment.

Public charter schools are required to operate under an annual budget on a July 1 to June 30 fiscal year. Provide a realistic, line-item estimate of the revenues and expenditures for operating the school from approval through the fifth year of operation. You must use the Public Charter School Five Year Planning Budget Document form and cover sheet which is provided on the Tennessee Department of Education's Charter Schools webpage.

The narrative presented in below and outlined in **Attachment 5: LEAD Prep 5-year Charter School Budget** supports the major assumptions used to create the operating budget for LEAD Prep. Growth projections for Years 1-5 are based on the addition of a new fifth grade every year (120 students) for five years. As the school reaches full maturity, efficiencies will be reached in many areas including purchasing, the planning, and the optimization of resources.

The operating budget provided includes an operating budget for the first five years of the new school. The school projects to generate an operating surplus in each of its first five years of operation, ranging from \$27,788 to \$383,004 annually (operating surplus defined as total available funds less total expenditures, before regular capital outlay and education capital projects). As philanthropic support is acquired, additional investments in program support are expected. Further, LPS intends to target any surplus funds toward additional staffing and academic support for students, to accumulate funds for capital expenditure replacements, and to develop an operating reserve to protect the school's financial future.

Key budget assumptions include:

- Enrollment: The school plans to start with 120 5th graders, and will add one grade per year. By year 5, the school will serve grades 5-9, and by year 8, the school will be at full enrollment, serving grades 5-12. The budget assumptions assume attrition of 5% from grade 6 to 7 and from grade 7 to 8. The budget assumes 100 9th graders enroll, which is 8% attrition from 8th grade enrollment. For all grades, the budget assumes 90% of students will qualify for free or reduced lunch and 15% of students will have an IEP.
- Estimated Revenues & Other Sources: The budget assumes \$8,364 per pupil of state education funds in the first year of operation, 2012-2013, which is consistent with the expected funding rates in 2011-2012. For the subsequent years, the budget assumes 2% annual funding rate increases. For federal funds received through state, IDEA funding is assumed to be \$1,500 per special education student, and title I funding is assumed to be \$350 per eligible student, both growing 2% annually. Also included in federal funds received through state is \$600,000 of Title Vb funding, with \$200,000 allocated to the start-up year (year 0), \$250,000 allocated to the first year of operation (2012-2013) and \$150,000 allocated to the second year of operation. For other local revenues, the school and its board will actively promote and fundraise for the school, and as such, the budget assumes \$5,000 per grade of fundraising per year and \$50,000 of annual corporate, individual and foundation fundraising proceeds.

- Personnel: Personnel costs represent 52%-58% of the annual budget. The budget was built on a position by position, year by year, and grade by grade basis. The assumed instructional staffing methodology is based on LEAD's other schools, and includes 8 teachers (including special education, ELL) and 4 administrative/support staff for the first year of operation with 120 students. By year 5, with an estimated 562 students, the budget assumes 39 teachers (including special education, ELL, elective) and 10 administrative/support staff in the school. Administrative/support positions include a principal, dean of students, office manager, counselors, translator, director of curriculum, paraprofessionals and receptionist. Average teacher salary in year 1 is \$42,500 and is forecasted to grow annually in conjunction with increases in state/local funding rates. In addition to base salaries, the budget includes stipends for grade level chairs, department chairs, master teachers and athletics. The personnel budget also includes the cost of substitutes, estimated in year 1 to be \$150 per day at 5 days per classroom teacher. Fringe benefits are expected to cost between 26%-34% of salaries depending on the year of operation. Detailed assumptions for fringe benefits includes FICA/Medicare of 7.65% of salary for all employees, 15.42% of salary for the retirement contributions for administrative/support personnel, 9.05% of salary for the retirement contributions for teachers, 12% of salary for employer's contribution to health/dental benefits, and approximately 1% of salary each for unemployment, long term disability, and life insurance.

- Instructional Supplies & Materials: The budget assumes instructional supplies and materials costs of \$750 per student in year 1 and \$650 per student in each year thereafter. Instructional costs include books, workbooks, classroom supplies, college exploration activities, lab supplies, copiers, testing, professional development, and athletics. Also included in this budget allocation is \$12,000 - \$13,000 of annual outreach/advertising costs.

- Transportation: LEAD currently uses its own buses and drivers. For the purposes of this budget and for conservatism, costs are assumed to total \$240 per route per day with 80% ridership, which is consistent with LEAD's past experience.

- Operation of Plant (Facility Costs): The school intends to identify a suitable location in SE Davidson County but has built its budget based on occupying LEAD's existing St. Vincent school facility, which is under lease through 2014 and provides a certain home if a SE Davidson County location cannot be identified. , Therefore, the costs reflected in the budget for years 1 and 2 are derived from the St. Vincent lease. In years 3-5, the budget projects significantly increased facility costs to accommodate the increased student population in a different facility. The budget for these years assumes a cost of \$11 per square foot, increasing by 2% annually, and 116-131 building square footage per student.

- Other Costs: The budget assumes \$5,000 per grade of general office expenses (other supplies and materials) and \$3,000-\$6,000 per year of internet/data connectivity costs. For non-capitalized technology supplies, the budget assumes \$42,500 of investment over the course of the first five years of operation. The budget assumes 10% of state/local funding reserved (other contractual services) to pay for services that will be provided to the new school by LEAD Public Schools, including services such as: accounting, finance, human resources, information technology, instructional oversight, operational oversight, communications, and fundraising support. Additionally, there is a 1% reserve contingency in other charges.

- Education Capital Projects: The budget assumes significant capital expenditures in the first five years of operation, including a total of \$298,200 in technology investments and \$126,000 of furniture, fixtures and equipment (\$4,500 per classroom). Any additional capital investment required for student transportation is already included in the transportation cost of \$240 per route per day.

LEAD Public Schools - LEAD Prep Southeast
Five Year Budget Forecast

	Year 1		Year 2		Year 3		Year 4		Year 5		
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		
Total Enrollment	120		240		354		462		562		
Total Educators	8		16		24		32		39		
Total Admin/Support Staff	4		7		9		9		10		
Total Employees	12		23		33		41		49		
Student Employee Ratio	10.00		10.43		10.73		11.27		11.47		
Per Pupil Funding											
State & local funds per student	\$8,364		\$8,531		2%	\$8,702	2%	\$8,876	2%	\$9,053	2%
State and Local Revenue	\$1,003,680		\$2,047,507		2%	\$3,080,475	2%	\$4,100,686	2%	\$5,088,046	2%
IDEA	\$27,000	\$1,500	\$55,080	\$ 1,530	\$82,868	1,561	\$110,313	1,592	\$136,874	1,624	
Title I	\$37,800	\$300	\$77,112	\$ 306	\$116,015	\$ 312	\$154,438	\$ 318	\$191,623	\$ 325	
Title Vb Startup Grants	\$250,000		\$150,000		\$0		\$0		\$0		
Other State Funding Sources	\$0		\$0		\$0		\$0		\$0		
Other Federal Funding Sources	\$0		\$0		\$0		\$0		\$0		
Total Per Pupil Funding	\$1,318,480	100%	\$2,329,699	100%	\$3,279,357	100%	\$4,365,436	100%	\$5,416,542	100%	
per student	\$10,987		\$9,707		\$9,264		\$9,449		\$9,638		
Fundraising - Events/Programs	5,000		10,000		15,000		20,000		25,000		
Fundraising - Annual Fund	-		-		-		-		-		
Fundraising - Corp., Foundation, Etc.	50,000		50,000		50,000		50,000		50,000		
Other Revenues (Student Fees, etc.)	-		-		-		-		-		
Gates Foundation Grant	-		-		-		-		-		
Total Grants and Fundraising	\$ 55,000	0%	60,000	0%	65,000	0%	70,000	0%	75,000	0%	
per student	\$458		\$250		\$184		\$152		\$133		
TOTAL REVENUE	\$1,373,480		\$2,389,699		\$3,344,357		\$4,435,436		\$5,491,542		
per student	\$ 11,446		9,957		9,447		9,601		9,771		
EXPENSES											
Personnel	708,972	52%	1,355,841	57%	1,941,313	58%	2,452,061	55%	2,997,960	55%	
Costs of Instruction	104,500	8%	173,360	7%	250,331	7%	323,413	7%	391,306	7%	
Transportation	72,960	5%	145,920	6%	215,232	6%	280,896	6%	341,696	6%	
Facilities	283,450	21%	285,838	12%	521,730	16%	646,609	15%	764,600	14%	
Administrative and Other	126,571	9%	258,440	11%	387,963	12%	499,287	11%	612,976	11%	
TOTAL EXPENSES	1,296,453	94%	2,219,399	93%	3,316,569	99%	4,202,265	95%	5,108,538	93%	
per student	\$ 10,804		\$ 9,247		\$ 9,369		\$ 9,096		\$ 9,090		
Operating Surplus/(Deficit)	\$ 77,027	6%	\$ 170,300	7%	\$ 27,788	1%	\$ 233,171	5%	\$ 383,004	7%	
per student	\$ 642		\$ 710		\$ 78		\$ 505		\$ 682		
Total Capital Expenditures	\$ 91,600		\$ 92,800		\$ 102,800		\$ 106,600		\$ 95,400		
Add Back Deferred Maintenance Reserve											
Add Back Depreciation											
Net Change in Cash	(14,573)		77,500		(75,012)		126,571		287,604		

Section 5 - Describe the method for conducting annual audits of the financial, administrative and program operations of the school.

Immediately after the end of the fiscal year (June 30), charter schools must furnish to the local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury an annual audit prepared by certified public accountants or by the department of audit. Describe the methods the school will use to complete this audit and to conduct reviews of the school's administrative and program operations.

A. Compliance with State Law

B. Plan for Financial Oversight

C. Responsibilities of the Board of Directors

D. Administrative Audits

E. Program Audits

A. Compliance with State Law

LEAD Prep Southeast will follow all laws and regulations that govern charter schools within Tennessee. Additionally, any federal requirements that relate to grant funding will be adopted as the grant funding is received. Independent financial audits and regular reviews by the board and management of LEAD's performance are critical elements of our organization-wide performance review and strategic planning process, and are a central component of our long-term plan to improve the school's performance in all areas of operations and management.

As required by the Tennessee Public Charter Schools Acts of 2002 and 2004, LEAD Prep Southeast will undertake regular audits of financial, administrative, and program operations. LEAD Prep Southeast will comply with state audit procedures and requirements as mandated by the Tennessee Public Charter Schools Acts of 2002 and 2004, and any amendments thereafter. The results of each audit will be placed into the school's annual report, which will be made available to the public.

B. Plan for Financial Oversight

LEAD Prep Southeast, the LEAD Public Schools Board of Directors, and our finance and operations staff have developed specific internal controls based on charter school best practices, generally accepted accounting practices, the Tennessee Comptroller's Uniform Accounting Manual, and recommendations from our accounting and auditing firms. LEAD Prep Southeast's fiscal policies and internal control structure ensures safeguarding of assets, segregation of duties, check signing protocols, approval of purchases, payables, and provides for regular production and review of financial statements with the board, the finance committee, and management. All revenue and expenses are carefully accounted for using a financial accounting package that is compliant with the MNPS reporting requirements. As an added measure, LPS has retained the accounting firm of W Squared to prepare monthly financial statements, assist with budgets, prepare payables, record revenues, and prepare monthly cashflow projections. The Board, School Directors, CEO, and COO use W Squared as a reference for accounting questions and concerns and for assistance in the monthly compilation of the financial statements.

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 of LEAD Prep Southeast's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and will verify the accuracy of LEAD Prep Southeast's financial statements, including its Balance Sheets, Income Statements, and Cash Flow Statements, attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget as may relate to public schools, federally supported programs, or nonprofit entities.

LEAD Academy, the first of LEAD Public Schools campuses, has received unqualified opinions (clean opinions) on all of its financial audits since its inception in 2007.

The LPS Board approves the budget for each campus and also the consolidated entity on an annual basis. In accordance with state law, LEAD Prep Southeast's fiscal year will run from July 1 through June 30; therefore, budgets will be submitted by June 1 of each year to MNPS.

C. Responsibilities of the Board

The LEAD Public Schools 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 who is responsible for overall management of the LPS organization and the results of all schools in the LEAD organization. The Board of Directors approves the expectations, compensation and performance of the executive management team, the CEO and COO, on an annual basis and approves all major strategic initiatives, various contracts, in addition to approving and amending various policies of the organization. It reviews all 990 tax returns, nominates and elects new board members, conducts official business on behalf of the organization, evaluates organizational performance, and convenes various committees to support the organization's pursuit of its mission.

The Board of Directors arranges annually for an independent certified public accounting firm to conduct an audit of LEAD Prep Southeast's financial statements.⁸¹ The Finance and Audit committee of the Board of Directors will nominate the independent auditor and review the scope and results of the audit. The Finance and Audit Committee, would receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Committee will develop any policies or action plans necessary to address relevant weaknesses noted by the auditor. The Committee will also review all financial information of LEAD Prep Southeast and provide recommendations to the Board of Directors. It is expected that the annual audit will be completed within six (6) months of the close of LEAD Prep Southeast's fiscal year, and that a copy of the auditor's findings will then be forwarded to the Metro Nashville Board of Education, and other oversight organizations as may be required.

⁸¹ Currently, LEAD Public Schools Board of Directors has engaged Frayser & Dean LLP (CPA firm) to conduct audits of the LEAD Public Schools, LEAD Academy, and Cameron College Prep. We expect to continue working with Frayser & Dean to audit LEAD Prep Southeast.

Quarterly financial reports submitted to MNPS will be used to monitor the financial health of the school throughout the year.

D. Reviews of Administrative Operations

The Board of Directors and the LPS Home Office 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 (*Please see School Director Evaluation in Attachment 7: Professional Growth Plan*), and support a strong performance management approach implemented in all LEAD Public Schools.

E. Reviews of Program Operations

Executive management 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 Prep Southeast will provide Metro Nashville Public Schools and the Metro Board of Education annually with a complete performance report that will include the following elements:

- Data demonstrating student progress towards the goals and outcomes specified in **Sections 1, 2, and 3** 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 Prep's Board of Directors.
- Data indicating the level of parental involvement with LEAD Prep Southeast, as well as the results of any surveys of parental and student satisfaction.
- Identification of the faculty and staff employed by LEAD Prep Southeast and a description of their qualifications and achievements.
- Data demonstrating LEAD Prep Southeast's success in serving a racially and ethnically diverse student population.
- A summary of LEAD Prep’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.

Section 6 – Provide a timetable for commencing operations as a public charter school which shall provide for a minimum number of academic instruction days, which shall not be fewer than those required by statute.

Describe the school's start-up timeline, from charter approval to the first day of operation. Summarize the school's daily and annual calendar, indicating the number of academic instruction days.

A. Startup Timeline

B. Planning Activities

C. Community Engagement

- School Start-up Phase
- Start-up Phase Services
- Student Outreach Process

D. Daily Schedule

E. Annual Calendar and Number of Academic Instruction Days

F. Summer Sessions

A. Start-up Timeline

During the past few years, LEAD has successfully launched a LEAD Prep Southeast, LEAD Academy, 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. LEAD Prep Southeast will draw upon these past experiences as it undertakes thorough planning development processes including: 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.

LEAD Prep Southeast plans to 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 LEAD Prep Southeast to ensure that the small, college-preparatory culture, necessary to the LEAD Model's success, is firmly established. The first classes will each consist of approximately 120 students.

The NeST (Network Support Team), 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 Director of Parent/Community Engagement will be assigned to support

the LEAD Prep Southeast directly and see them through the launch. The Director of Parent/Community Engagement 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 LEAD Network Support Team. 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. LEAD Prep Southeast 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.

B. Planning Activities

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

C. Community Engagement

The Director of Parent/Community Engagement 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.

School Startup Phase

Upon approval, the LPS CEO, President/COO and Director of Parent/Community Engagement, along with the School Director (when hired), organize a campaign to build support for the school. They launch the campaign by meeting all key community leaders and influencers to discuss the community's need for good public school choices and to explain the LEAD program. 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 LEAD Prep Southeast and the School Director during the startup of the school. The CEO, COO, Parent/Community Engagement Director, 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.

Startup Phase Services

- **Secure School Facility:** The President/COO will work with MNPS 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 point each school will be financially self-sustaining a financial break-even point.
- **Engage School Parents and Community:** The Director of Parent/Community Engagement 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.

Student Outreach Process

LEAD Public Schools has a proven track record of reaching out to the North Nashville community and recruiting a diverse student body from the Nashville area in a short timeframe for LEAD Academy. LEAD Prep Southeast will be able to draw from this past experience as it engages in the following activities, which will commence as soon as this application is approved:

- Canvass target neighborhood
- Conduct a neighborhood needs assessment.
- Work with the Neighborhood Resource Center and Family Resource Center to conduct research.
- Attend neighborhood meetings with neighborhood non-profits and community-based organizations.
- Hold a Focus Group for prospective parents and families.

Please see **Section 9** for additional details relating to the student outreach process.

D. Daily Schedule

The academic day at LEAD Prep Southeast 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 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 and a sample high school schedule is included below:

Figure 3: Sample Middle School Student Schedule:

M, T, Th, F	70min blocks					
	C1	C2	C3	C4	C5	C6
7:15-7:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30-8:00	Crew	Crew	Crew	Crew	Crew	Crew
8:00-9:10	Reading 1	Science 1	Math 1	Reading 2	Science	Technology H2
9:10-10:20	Writing 1	History	Technology S1	Writing 2	History	Math 2
10:20-11:30	Math 1	Reading 1	History	Technology M2	Reading 3	History
11:30-11:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:10	RR	RR	RR	RR	RR	RR
12:10-1:20	Technology M1	Writing 1	Science 1	Math 2	Writing 3	Science
1:20-2:30	Science 1	Technology H1	Reading 2	Science	Math 2	Reading 3
2:30-3:40	History	Math 1	Writing 2	History	Technology S2	Writing 3

Figure 4: Sample Middle School Teacher Schedule:
Figure 4: Sample Middle School Teaching Schedule

	Reading 1	Reading 2	Reading 3	Science 1	Science 2	History 1	History 2	Math 1	Math 2
7:15-7:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30-8:00	Crew	Crew	Crew	Crew	Crew	Crew	Crew	Crew	Crew
8:00-9:10	Reading 1	Reading 2	Prep	Technology 1 C2:S1	Science 2	Prep	Tech. C3 History 2	Math	Prep
9:10-10:20	Writing 1	Writing 2	Prep	Science 1	Prep	History	History	Prep	Math
10:20-11:30	Reading 1	Prep	Reading 3	Prep	Prep	History	History	Math	Technology C1: M1
11:30-11:50	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-12:10	RR	RR	RR	RR	RR	RR	RR	RR	RR
12:10-1:20	Writing 1	Prep	Writing 3	Science 1	Science 1	Prep	Prep	Technology C1: M1	Math
1:20-2:30	Prep	Reading 2	Reading 3	Science 1	Science 1	Tech. C3 History 1	Prep	Prep	Math
2:30-3:40	Prep	Writing 2	Writing 3	Prep	Technology 1 C2:S2	History	History	Math	Prep
3:40-4:25	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting	Team Meeting
4:25-4:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

Figure 5: Sample High School Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1st	1st	1st	1st	1st
7:45-8:40	7:45-8:40	7:45-8:30	7:45-8:40	7:45-8:40
2nd	2nd	2nd	2nd	2nd
8:45-9:40	8:45-9:40	8:35-9:20	8:45-9:40	8:45-9:40
3rd	4th	5th	6th	7th
9:45-11:05	9:45-11:05	9:25-10:45	9:45-11:05	9:45-11:05
Lunch and R&R	Lunch and R&R	Lunch	Lunch and R&R	Lunch
11:05-11:45	11:05-11:45	10:50-11:20	11:05-11:45	11:05-11:40

Crew	Crew	7th	Crew	Community Gathering
11:50-12:25	11:50-12:25	11:25-12:15	11:50-12:25	11:45-12:30
4th	5th	6th	3rd	3rd
12:30-1:30	12:30-1:30	12:20-1:15	12:30-1:30	12:35-1:30
5th	7th	4th	4th	5th
1:35-2:35	1:35-2:35	1:20-2:10	1:35-2:35	1:35-2:25
6th	3rd		7th	6th
2:35-3:40	2:35-3:40		2:35-3:40	2:30-3:20
HR and Dismissal	HR and Dismissal	HR and Dismissal	HR and Dismissal	HR and Dismissal
3:40-3:45	3:40-3:45	2:10	3:35-3:45	3:20-3:25

E. Annual Calendar and Number of Academic Instruction Days

LEAD Prep Southeast will follow the MNPS calendar, but add additional days in the summer and on Saturdays for a total of 200-205 regular school days per year. These days will consist of between 6-8 Saturday sessions and a three-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 will commence on or before July 27th. *Please see Attachment 8 for the 2010-11 LEAD year calendar.* The 2012-13 LEAD Prep Southeast calendar will closely follow this format and outline.

LEAD Prep Southeast 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 LEAD Prep Southeast.

With the extended day and calendar, it is expected that students will receive a total of 1,660 hours of instructional time, which is worth an additional 330 hours or an additional 47 days worth of instructional time per year. The LEAD Prep Southeast school year will add a 2-3 week summer session to its regular year. LEAD Prep Southeast will follow the MNPS calendar for all holidays, breaks, and observances.

F. 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. *Please see Section 2 for a more detailed explanation of the LEAD Prep Summer Sessions.*

Section 7 – Explain the proposed rules and policies for governance and operation of the school.

Describe the key rules and policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, its officers, and its committees. Explain the decision-making processes the board will use to develop school policies. Detail how the board will exercise financial oversight of the charter school.

A. School Governance

B. Composition and Terms of the Governing Board and Committees

C. Financial Oversight and Controls

D. Operations/Human Policies

A. School Governance

LEAD Public Schools has been organized as a Tennessee non-profit corporation per the Charter School Act of 2002, and operates as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). Please see **Attachment 9** for the Articles of Incorporation and 501(c)(3) determination letter for LPS and **Section 16** for the by-laws of LPS. LEAD Prep Southeast Nonprofit LLC is a wholly owned subsidiary of LEAD Public Schools (LPS), and LPS is the sole member of LEAD Prep Southeast Nonprofit LLC. See **Attachment 10** for the Articles of Organization of LEAD Prep Southeast Nonprofit LLC. This structure affords LEAD Prep Southeast 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. While LEAD Prep Southeast, and all LEAD entities, will be governed under the same board of directors as LPS, it will also operate under a school advisory council comprised of members of the school and local community. This school advisory council, comprised of parents, staff, and community members work directly with the campus School Director in support of curriculum, community and parental involvement, and day-to-day school operations.

The LPS Board of Directors is ultimately responsible for each campus and approves the strategic plan, curriculum strategy, budget, etc. of the entire organization. The Board hires and reviews the CEO who supervises both School Directors and is responsible for overall management of the LPS organization. School Directors are at-will employees hired at the discretion of the CEO and have evaluations and compensation adjustments made on an annual basis according to agreed-upon performance expectations. The LEAD Prep Southeast School Director, in turn, will be responsible for selecting teachers and staff for the charter school. All School Directors, staff, and teachers will be employees of LPS.

Each School Director operationally will have autonomy and responsibility in the following areas:

- Hiring and termination of all school site personnel.

- Day-to-day management and operations of the school site including management of personnel, student attendance and discipline, and working with parents.
- Site-based budgeting to the extent that the budgets comply with all applicable funding regulations and LEAD financial management policy.
- Implementation of and innovation within the parameters of LEAD educational model.
- Overseeing the selection process and operation of the school advisory council.

B. Composition and Terms of the Governing Board and Committees

The LPS Board is currently composed of a minimum of five directors and can legally have a maximum of fifteen directors, with each director to serve 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. *See Section 8 for a complete listing of board members, including officers.*

There are four Standing Committees of the LPS Board, each comprised of at least three members, including:

- Finance and Audit
- Buildings and Grounds
- Marketing and Development
- Academic Affairs

C. Financial Oversight and Controls

LEAD Prep Southeast, the LEAD Public Schools Board of Directors, and our finance and operations staff have developed specific internal controls based on charter school best practices, generally accepted accounting practices, the Tennessee Comptroller's Uniform Accounting Manual, and recommendations from our accounting and auditing firms. LEAD Prep Southeast's fiscal policies and internal control structure ensures safeguarding of assets, segregation of duties, check signing protocols, approval of purchases, payables, and provides for regular production and review of financial statements with the board, the finance committee, and management. All revenue and expenses are carefully accounted for using a financial accounting package that is compliant with the MNPS reporting requirements. As an added measure, LPS has retained the accounting firm of W Squared to prepare monthly financial statements, assist with budgets, prepare payables, record revenues, and prepare monthly cashflow projections. The Board, School Directors, CEO, and COO use W Squared as a reference for accounting questions and concerns and for assistance in the monthly compilation of the financial statements.

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 of LEAD Prep Southeast's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and will verify the accuracy of LEAD Prep Southeast's financial statements, including its Balance Sheets, Income Statements, and Cash Flow Statements, attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget as may relate to public schools, federally supported programs, or nonprofit entities. LEAD Academy, the first of LEAD Public Schools campuses, has received unqualified opinions (clean opinions) on all of its financial audits since its inception in 2007.

The LPS Board approves the budget for each campus and also the consolidated entity on an annual basis. In accordance with state law, LEAD Prep Southeast's fiscal year will run from July 1 through June 30; therefore, budgets will be submitted by June 1 of each year to MNPS.

D. Operations/ Human Resource Policies

LEAD human resource policies are closely modeled after those of MNPS and charter school best-practices. Employees earn a base salary that is equal to a MNPS salary for the same position and years of experience plus, on average, 5-15% of their gross pay for the additional time in the LEAD School Calendar.

Based on employee surveys and returning staff members at LEAD's first two campuses, the policies we have adopted and implemented in the first five years of our growth have resulted in an extremely satisfied group of employees. Based on this data, LEAD Prep Southeast has set a goal of retaining a high number of employees (75%) after the first year. Given our prior experience and the commitment to staff development at LEAD we believe that once we have successfully created a culture where teamwork is valued and everyone feels completely invested in the success of our school a substantial group of teachers will choose to return the following year. The instructional and administrative staff will work closely together with each group, understanding its role in the education of our students.

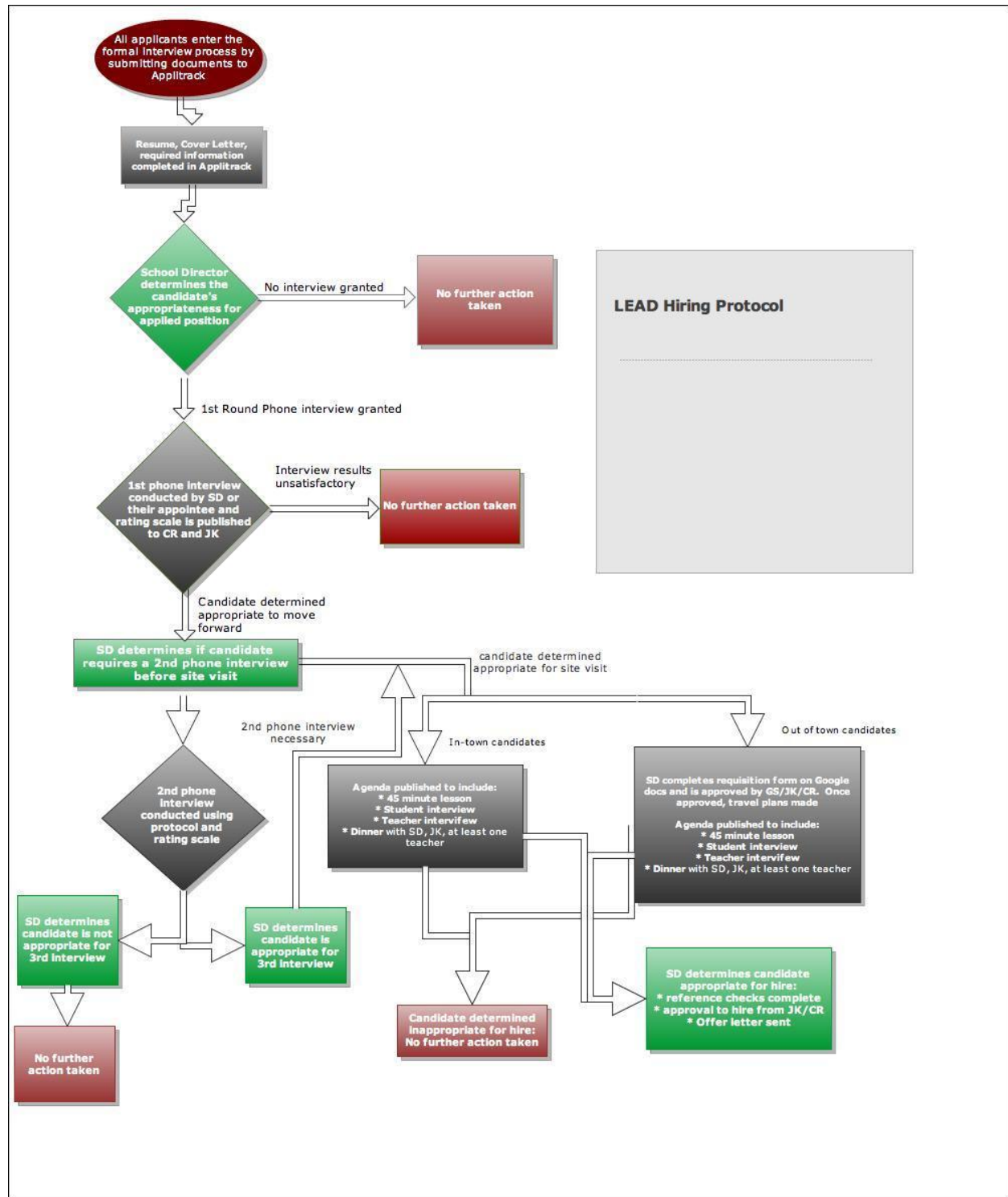
LPS recruits, selects, and hires the highest caliber professionals. All employees sign one-year, at-will offer letters. The annual hiring process begins at the end of January and continues through March of each year. Employees who are not provided return offers are notified no later than May 1st. All issues relating to dismissal, illness, and other reasons for leave are outlined in the LEAD Employee Handbook.

Hiring and maintaining a consistently high quality instructional staff is critical to the LEAD school model. Since LEAD Prep Southeast will hire instructors from a wide variety of backgrounds, ranging from experienced instructors and recent college graduates with no teaching experience, its initial and on-going human resource processes and assessment criteria are tailored to continuously refine our approach and ensure that LPS continue to hire and retain extremely capable staff. *Please see LEAD's Hiring Protocol on the next page, **Attachment 11** for our Hiring Interview Questions.*

Over the past four years, we have had a tremendous amount of success in recruiting and hiring outstanding, mission-driven instructional staff members who have been the basis for LEAD's sustained results. By systematically studying its highest performers, we have identified traits that differentiate top-performing teachers from low-performers. These traits have become the profile for the Ideal Teacher and form the basis for a behavioral interview guide that ensures we are selecting teachers that fit our ideal profile. These key personality traits are listed and briefly described below:

- **Rebound Time:** Ideal Teachers tend to recover quickly from disappointments or situations of intense stress encountered during a teaching day and are able to resume normal activity or move into problem-solving mode instead of dwelling on setbacks.
- **Energy Mode:** Ideal Teachers tend to stay “on the move.” They are comfortable standing up, walking around and/or being physically active for extended periods of time. They transmit this energy to students and colleagues alike. In class, they are dynamic instructors, constantly circulating in the room and motivating students.
- **Taking Charge:** Ideal Teachers enjoy the responsibility of leading others and actively seek opportunities to give directions to others. They often seek out opportunities to lead or direct new programs or initiatives.
- **Agreement:** Ideal Teachers are more likely to face conflict than avoid it. Ideal Teachers may show great interest in others' needs and be excellent listeners, but will likely weigh fulfilling an individual's needs against following a course of action that benefits the organization.
- **Perfectionism:** Ideal Teachers commit extra time, resources, and effort in order to produce a highly refined and polished product. They epitomize the organization's continual improvement philosophy, always looking for ways to set a higher standard.
- **Reserve:** Ideal Teachers tend to provide opinion outputs on a regular basis. They clearly communicate what they think or how they feel about certain issues.
- **Drive:** Ideal Teachers typically have clear goals that are associated in some sense with becoming “number one” in a given context: obtaining Advance ratings in TCAP, driving dramatic gains in student achievement, establishing a new record, winning an award, or the like.

The following page evidences the LEAD Public Schools recruiting and hiring process flow chart.



Section 8 – Provide the names and addresses of the members of the governing body.

Summarize each board member's relevant experience and qualifications and attach their resumes. Provide contact information, and designate board officers by position. Briefly explain how these members will help contribute to your school's mission.

A. Board Member Contribution to LEAD Prep Southeast's Mission

B. Board Member Profiles

C. Contact Information and Board Officer Positions

A. Board Member Contribution to LEAD Prep Southeast's Mission

The CEO and board of directors of LEAD Public Schools are well known within the Nashville community. Jeremy Kane, Founder and School Director of LEAD Academy and a respected education entrepreneur, knows how to successfully launch high-performing charter schools and has earned the trust and credibility of the community. The Board of Directors is chaired by Betsy Malone, an experienced K-12 educational leader, and Doug Owen, chair-elect, a vice president in a local private equity firm and experienced in supporting the growth of entrepreneurial ventures. Both are deeply committed to LEAD's mission and have 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, our Board of Directors has grown strategically and has played a critical role in strengthening LEAD Public Schools' brand 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.

B. Board Member Profiles

CRAIG ANDREEN
Co-Group President
NXT CAPITAL

NXT Capital is a newly formed finance company focused on both Commercial Real Estate and Corporate Finance opportunities across the United States. Mr. Andreen is a member of the Senior Management team for NXT Capital and is the Co-Group President for NXT Capital Real Estate.

Mr. Andreen has 20 years of real estate finance experience spread among three, market-leading, finance companies. Most recently he was the National Origination Manager of Merrill Lynch Capital Real Estate Finance. From its inception he shared senior management responsibility for

the business group while leading the originations efforts. His team of 50+ employees, across nine offices, generated new business at a run rate in excess of \$3B per year.

Prior to joining Merrill Lynch Capital, Mr. Andreen held a similar position at Heller Financial Real Estate Finance. His team originated all of the group's core business across the United States, Canada and in Japan. Mr. Andreen began his career at GE Capital where he progressed from the Financial Management Program to leading a real estate origination team in the Rocky Mountain Region.

Mr. Andreen has been married for 20 years to Kathryn Clements Andreen and they have two sons Clay (13) and Patrick (11). He is involved with multiple local charities and schools in the Nashville.



CHRIS BARBIC
FOUNDER AND CEO
YES COLLEGE PREPARATORY SCHOOLS

Christopher Barbic is the Founder and CEO of YES Prep Schools. Chris graduated from Vanderbilt University in 1992, with a bachelor's degree in both English and Human Development. Upon graduation, he joined Teach For America and taught for six years in Houston ISD. In 1995, Chris was named Houston ISD's Outstanding Young Educator, an award given to the district's best teacher under the age of 29.

In 1998, Chris founded YES College Preparatory School, an open enrollment State of Texas charter school for grades 6th-12th. Students at YES College Prep are required to gain acceptance into a four-year college or university in order to receive a high-school diploma. YES has now serves 2,600 students on seven campuses and is in the process of creating Houston's first charter school district.

YES College Prep – Southeast Campus was recently ranked #87 in *Newsweek's* issue of the top 100 high schools in the nation. The school has also been featured in the *Houston Chronicle*, *Houston Press*, *002 Magazine*, *Hispanic Outlook in Higher Education*, KTRK-TV (ABC), ABC World News Tonight with Peter Jennings, KHOU-TV (NBC), and KTRH Radio.

Chris received the 2000 Do Something Brick Award, was appointed to President Bush's Advisory Commission on Educational Excellence for Hispanic Americans in 2001, received The Gleitsman Foundation's 2004 Citizen Activist Award, and recently received the 2006 Vanderbilt University Peabody College Distinguished Alumnus award. Chris lives in Houston, TX, with his wife Natasha and their two children, Tatiana (6) and Ramiz (4).



JUDGE RICHARD DINKINS
TENNESSEE COURT OF APPEALS, MIDDLE SECTION
SUPREME COURT BUILDING

Judge Richard Dinkins has led a distinguished career as an attorney, judge, member of various state and national associations, as well as being honored with several service awards.

He earned his J.D. at Vanderbilt University School of Law School in 1977. Following admission to the bar, he spent 22 years as an associate and partner at the law firm of the prominent late civil rights advocate, litigator and State Senator Avon M. Williams Jr. Dinkins was a member of Dodson, Parker, Dinkins and Behm, P.C. from 1999 to 2003. In that role, he was counsel to the Metropolitan Development and Housing Agency and Fisk University.

Dinkins has received the Freedom Fighter Medal from the National Association for Equal Opportunity in Higher Education, and was awarded the William M. Leech Jr. Public Service Award from the Tennessee Bar Association in 2004. He is currently serving on the Board of Trustees at First Baptist Church, Capitol Hill.

Dinkins served as Part IV Chancellor since 2003, and was appointed to the Tennessee Court of Appeals in 2008, by Governor Phil Bredesen.

Dinkins is the son of Reverend Charles L. Dinkins and Ann Wyatt Dinkins. He graduated from Central High School in Memphis, Tennessee, and received his B.A. from Denison University in Granville Ohio, before attending Vanderbilt and starting his career in Nashville.



BRUCE DOBIE
FOUNDER
NASHVILLE SCENE AND DOBIE MEDIA, INC.

Bruce Dobie is the president and CEO of Dobie Media, LLC. The company operates Evie.com, which aggregates event and entertainment listings for distribution on cell phones and the internet. The company also owns and operates mobile content applications for political campaigns, university campuses, and other businesses and institutions.

From 1983 to 1989, Dobie was a political reporter at the *Nashville Banner*. In 1989, he and a partner started an alternative newsweekly, the *Nashville Scene*. Ten years later, they sold the publication and took equity in a new entity that later purchased Village Voice Media, composed of six alt weeklies around the country. Dobie has been quoted widely about media in publications and television news programs that include *The Wall Street Journal*, the *New York Times*, the *American Journalism Review* and CNN. He stepped down as editor of the *Nashville Scene* in 2004.

Dobie grew up in Lafayette, Louisiana. He is a graduate of the University of the South, where he majored in English. He has a master's degree from the Columbia University Graduate School of Journalism.

Dobie is active in land preservation and conservation issues, and was a founding board member of The Land Trust for Tennessee. He was recently appointed by Gov. Phil Bredesen to serve on a

new state conservation board called the Heritage Conservation Trust Fund. Dobie is also passionate about education and is a board member of the Nashville Alliance for Public Education and the University of the South.

Dobie serves on the board of Mayor Bill Purcell's Health Nashville 2010 Leadership Council. He also serves on the board of the Nashville Bank and Trust.

Dobie enjoys writing and has completed one unpublished novel and started a second. He is married to Laura Lee Dobie and they have two children, Hannah (15) and Rob (13). They attend Christ Episcopal Cathedral.



LOUISE GRANT
VP MARKETING AND COMMUNICATIONS SPECIALIST
CORRECTIONS CORPORATION OF AMERICA

With 20 years of professional experience in marketing, branding and public relations, Louise Grant presently serves as Vice President, Marketing and Communications for Corrections Corporation of America, the nation's largest corrections management company, with 65 prisons and jails and 16,000 employees. She joined the publicly traded company in January 2001 and manages strategic marketing, media, promotion and public relations matters.

Grant previously served as Vice President, Sales and Marketing for MD2patient, a start-up physician services organization. Prior to that position, she served seven years as Director of Client and Attorney Development at Boulton, Cummings, Connors & Berry law firm in Nashville. During her career, Grant has also worked with a national health care company and various public relations/ advertising agencies.

Grant earned an MBA from the Jack Massey Graduate School of Business at Belmont University in Nashville in 1994 and a B.S. in Public Relations from Western Kentucky University in 1987.

She serves on the Board of Project Return (a non-profit that helps ex-offenders reintegrate into society), is a member of the American Correctional Association, and Sales and Marketing Executives. She lectures on a number of topics, including crisis management, marketing and corrections.



JEREMY D. KANE
FOUNDER AND CEO
LEAD PUBLIC SCHOOLS
EX-OFFICIO MEMBER OF BOARD

An advocate for public education, he has attended or taught in both public and private schools in Michigan, Ohio, Tennessee and California, served President Clinton and Senator John Kerry, and continues to serve his

community as an outspoken advocate for public education and using it to redevelop our community. As he stated in a recent speech, “Education has the power to improve our communities, but first we must empower parents, school leaders, and community members with better choices.”

Jeremy Kane has a strong background in charter school development and management. Serving as the Executive Director of the Tennessee Charter Schools Association and Charter School Resource Center, the only independent, nonprofit and nonpartisan organization committed to providing support and expertise to the charter school community throughout the State of Tennessee, Kane provided assistance to four charter starters, the twelve Tennessee charter schools, District chartering authorities, governmental agencies, and community members. During his time, he promoted broad public understanding of charter schools and exemplary practices.

Jeremy received his training from Stanford University, Trinity College in Dublin, Ireland, and Peabody College, Vanderbilt University. He is married to Tracy Kane, a second year clerk on the Tennessee Court of Appeals.

BETSY MALONE

FORMER HEAD OF HARPETH HALL MIDDLE SCHOOL

Betsy Malone brings a wealth of education experience to the LEAD board. She served as the Head of Middle School at Harpeth Hall for 10 years and prior to that taught for 27 years. She is a committed volunteer, working on education-related efforts for her entire professional career. In addition to her work with LEAD, she has worked with the Nashville Teaching Fellows and volunteers for several non-profits.



DOUGLAS B. OWEN

VICE PRESIDENT

PETRA CAPITAL

Doug joined Petra in 2004 and is active in all aspects of the firm's investment origination, structuring, diligence, and portfolio monitoring efforts. Doug began his career in the Investment Banking Group of Wachovia Securities where he participated in public and private company equity raises and merger and acquisition transactions. Doug earned his B.E. in mechanical engineering from Vanderbilt University and an M.B.A. from Vanderbilt's Owen Graduate School of Management.



CHRIS REYNOLDS

PRESIDENT AND COO

LEAD PUBLIC SCHOOLS

EX-OFFICIO MEMBER OF BOARD

Chris Reynolds is President and Chief Operating Officer of LEAD Public Schools. In collaboration with LEAD's founder and CEO, Jeremy Kane, he

supports the development of the LEAD vision, the pursuit of its mission, and leads the organization's operational, academic, and financial functions across all campuses. Previously, he 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.

Chris is originally from Knoxville, TN, and earned a B.S. in Accounting from the University of Tennessee and an MBA from the University of Michigan. He received his CPA license in Georgia in 1992, and has taught accounting and auditing at the college level. His most memorable teaching experience was the two years he spent teaching 8th grade biology in Leesville, Louisiana, as a member of Teach For America. His corporate experience includes six years as the CFO for Zingerman's, the nationally renowned specialty food organization based in Ann Arbor, MI, as well as a variety of consulting engagements with entrepreneurs and nonprofit organizations. He and his wife, Gwen, have two sons, Marcus and Nathan.

MELISSA SHIREY

COMMUNITY VOLUNTEER AND ACTIVIST

Melissa Shirey moved to Nashville from Dallas, Texas with her husband and two children over ten years ago. She has been an active community volunteer since moving to Nashville and has held various volunteer leadership positions where she utilized her previous professional experience in marketing and organizational development to assist non-profits such as Harding Academy, Junior League of Nashville, The Community Foundation, and Nation's Ministry Refugee Center. Through her life experiences and volunteer work, Melissa understands that academic and social education can be great equalizers in our society.

ROSIE TRICKETT

COMMUNITY VOLUNTEER AND BUSINESS OWNER

Rosie is a lifelong member of the Nashville community and a strong advocate of public education. She attended public schools throughout her elementary and high school years and attended Vanderbilt University as an undergraduate. Rosie is a business owner here in Nashville and, along with her husband Reed, donates to multiple charities and volunteer efforts, including: the King's Daughters Day Home, 100 Club, Nashville Alliance for Public Education, the Better Business Bureau scholarship program, and the Wilma Rudolph track club.

Rosie is the mother of two daughters, Liza and Allison. Liza attends the University of Virginia and Allison is in her freshman year at Ensworth High School.

C. Contact Information and Board Officer Positions

Betsy Malone, Chair:	3718 Wimbledon Rd, Nashville, TN 37215
Richard Dinkins, Secretary:	4820 Fairmeade Court, Nashville, TN 37218
Doug Owen, Treasurer/Chair-Elect:	3825 Bedford Ave, Nashville, TN 37215
Craig Andreen:	170 Windsor Dr, Nashville, TN 37205
Chris Barbic:	930 Cortlandt, Houston, TX 77008

Bruce Dobie:
Louise Grant:
Melissa Shirey:
Rosie Trickett:

3815 Whitland Ave, Nashville, TN 37205
4918 Tyne Valley Blvd, Nashville, TN 37220
420 Powder Mill, Nashville, TN 37205
212 Lynwood Drive, Nashville, TN 37205

Section 9 – Describe the anticipated student enrollment and the non-discriminatory admission policies

Provide the number of students you anticipate to enroll for each of the first five years of the school's operations. Detail any planned outreach and recruitment strategies. Describe how the school will proceed if the number of applications exceeds the number of available spaces. Explain how your recruitment plan and admission policies will comply with state and federal law regarding nondiscrimination.

A. Anticipated Five-Year Enrollment

B. Outreach and Student Recruitment

C. Lottery Procedures Should Number of Applicants Exceed Capacity

D. Non-discrimination Policies

A. Anticipated Five-Year Enrollment

LEAD Prep Southeast's ideal grade level size is 120 students in middle school and 104 students in high 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 size. 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.

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Enrollment								
Grade 5	120	120	120	120	120	120	120	120
Grade 6		120	120	120	120	120	120	120
Grade 7			120	120	120	120	120	120
Grade 8				120	120	120	120	120
Grade 9					104	104	104	104
Grade 10						104	104	104
Grade 11							104	104
Grade 12								104
Ideal Enrollment	120	240	360	480	584	688	792	896
Budgeted Enrollment	120	240	354	462	562	652	738	840

Note: Budgeted enrollment is lower than ideal enrollment in later grades in order to be as conservative as possible in our financial projections.

B. Outreach and Student Recruitment

The MNPS Board has emphasized the need to diversify the location of charter schools throughout the district, with an emphasis on southeastern Davidson County for the 2011 - 2012 charter cycle. LEAD Prep Southeast is committed to providing enhanced educational

opportunities to the students of southeastern Davidson County and would ideally like to locate its facility in the Antioch area as soon as possible. (See **Section 21** for additional information regarding LEAD Prep Southeast's facilities plan.)

Initially, the two primary objectives behind our outreach process are to first, engage LEAD Prep Southeast'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 LEAD Prep Southeast. 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 Prep Southeast'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 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. Our organizational structure includes a Community Engagement Department, Community Partnership Department, After School Program Department, as well as the school site staff including the School Director, Dean of Students and Family Coordinator, and ensures that we are taking a holistic approach to preparing our students for college, leadership and life and engaging all community members in our success.

Our approach is simple: 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 community members become catalysts for change in their lives and in the life of our city.

The Southeastern Nashville neighborhoods have rich histories of community activism and engagement and we look forward to stretching beyond the four walls of our classrooms, to engage families and existing community institutions and leaders.

The mission and success of our other LEAD Schools, LEAD Academy and Cameron College Prep, 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 LEAD Prep Southeast, especially upon approval of this proposal.

Section 9 – LEAD Prep Southeast Student Enrollment & Admission



The chart above outlines the outreach efforts that LPS and Cameron staff employed. 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 LEAD Prep Southeast.

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 LEAD Prep Southeast 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 LEAD Prep Southeast 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.

LEAD Public Schools has a proven track record of reaching out to the Nashville community and recruiting a diverse student body from the Nashville area in a short timeframe for LEAD Academy. LEAD Public Schools also has become familiar with the northern portion of the Antioch community, as Cameron College Prep has enrolled some students from this area. LEAD Prep Southeast will be able to draw from these past experiences as it engages in the following initial outreach activities:

- Canvasses target neighborhood
- Conducts a neighborhood needs assessment
- Works with the Neighborhood Resource Center and Family Resource Center to conduct research
- Attends neighborhood meetings with neighborhood non-profits and community-based organizations
- Holds a Focus Group for prospective parents and families

We feel confident that the school, its mission, and expectations will not only be accepted by the community but also actively supported. Formal outreach efforts will commence upon formal acceptance of this charter proposal by the Metro Nashville Board of Education.

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

Section 9 – LEAD Prep Southeast Student Enrollment & Admission

LEAD Prep Southeast 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.

LEAD Prep Southeast will seek to achieve a racial/ethnic balance reflective of the Southeastern Nashville communities. LEAD Prep Southeast will be open to any student and parent in Davidson County who meets the eligibility requirements as defined under Tennessee Code Annotated § 49-13-113 and who chooses to attend. Recruitment efforts will be aimed primarily within the Southeast Nashville community, but there will be no geographical boundaries or restrictions on applications. At all times, LEAD Prep Southeast 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 Prep Southeast
- Conduct parental information sessions to elaborate on the commitment involved with attending LEAD Prep Southeast
- 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 LEAD Prep Southeast will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in LEAD Prep Southeast instead of remaining at the zoned public school. LEAD Prep Southeast encourages and motivates students and their families to view intense academic commitment as their key to the future. Students, parents, and instructors are expected to sign Commitment to LEADership form. This document

Section 9 – LEAD Prep Southeast Student Enrollment & Admission

addresses the areas of attendance, homework, behavior, and academics. (See *Attachment 12: Sample Commitment to LEADership Form*).

C. Lottery Procedures Should Number of Applicants Exceed Capacity

School personnel will begin recruiting students and visiting with prospective families beginning immediately upon approval of this charter application. If the number of applicants to LEAD Prep Southeast exceeds capacity, a random selection process will be used for admission, with first preference given to siblings and relatives of students already enrolled in the school (in subsequent years when there will be returning students). This lottery will be held on the first Thursday of February each year. If all available slots are filled in the lottery, all remaining students will be placed on the waiting list in the order their names were picked. If seats still remain after the lottery, students will be added to the waiting list in a first-come-first served basis.

After filling all seats through the lottery system, a waiting list will be established in the event that seats become available. If seats remain, applications will be accepted on an ongoing basis and seats will be filled on a first-come, first-served basis. The lottery process will be administered by an independent, public accounting firm and community members will be invited to oversee the process to ensure complete transparency.

Lottery procedures will be given to each parent at application to afford parents the opportunity to understand the process at the time of the application.

After the initial lottery, all remaining applicants will be placed on the waiting list in the order they were picked. The prospective student will remain on the waiting list until one of the following occurs:

1. The prospective student is admitted to LEAD Prep Southeast,
2. The parent/guardian withdraws the student from consideration, or,
3. The parent/guardian declines an offer of admission.

When a seat becomes available, the School Director will notify the student and his/her parents/guardian by phone and mail that a seat has become available. If the student and his/her parents/guardians express interest in accepting the seat, the School director will meet with the student and his/her parents/guardian to discuss the school's expectations and the Commitment to LEADership form. A student will have five days to accept the seat. If the student and his/her parents/guardian choose not to accept the offer or fail to respond within five days to the school director's communications, the School Director will then notify the next student on the waiting list. This process will continue until either the seat is filled or there are no more students on the waiting list.

D. Non-discrimination Policies

LEAD Prep Southeast will 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 Prep Southeast will strictly maintain a nonsectarian approach to all its programs, events,

admissions policies, employment practices, and all other operations. LEAD Prep Southeast will never charge tuition.

Section 10 – Explain the code of behavior and discipline of the proposed public charter school.

Describe the school's proposed policies regarding student behavior and discipline, including the standards of behavior and the school's approach to encouraging positive behavior. Detail how these policies will create an environment for learning.

A. School Culture and Student Buy-in

- i. School Vision
- ii. Building Community

B. LEAD Prep Southeast Culture and Climate (academic and non-academic)

C. Discipline and Safety: Student disciplinary, attendance and uniform policies

D. Supporting Student Safety the LEAD Way

E. Social and Emotional Supports for All Students

F. Supporting our Students' Social and emotional Needs

A. School Culture and Student Buy-in

School Vision: 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.

In four years of operation, LEAD's students, staff, and families have transformed the educational expectations of our community, creating a model for excellence in urban education striving to show that all students can graduate from high school and be accepted to a 4-year college/university if given the proper support, training, and education.



Building Community: 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 Prep Southeast will 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. (*See Attachment 12: Commitment to LEADership Form*)
- **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 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. (*See Attachment 13: RISE Respect Log*)
- **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 at CCP 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. (*See Attachment 14: Crew Structure and Weekly Guide*)
- **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.

B. LEAD Prep Southeast Culture and Climate (academic and non-academic)

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, student at LEAD report that the school culture is one where it's "cool" to show your work and produce strong products.

This school culture is not possible if students perceive their community to be unsafe. Safety starts

with meaningful, positive relationships between students and teachers and among the student body. We create opportunities through Crew, homeroom, and unstructured times like lunch for teachers to interact positively with students. According to student surveys, a majority of students at LEAD feel that adults at the school are good role models and that they have meaningful relationships with the students.

To maintain the order and structure that is integral to effective learning, we sweat the small stuff. Small issues, like uniform violations, failing to walk in a straight line, talking out of turn in class, cutting in line, talking in line, and being out of seat without permission, are always addressed and corrected at the lowest point possible to avoid these small, seemingly inconsequential actions from inspiring larger issues. By keeping students focused on meeting these small tasks, we believe that we create an ordered community where, when issues do arise, students know how to respond and incidents stay contained. Further, through planning thoroughly for all events (from each class, to lunch, to events, to class transitions) and establishing clear routines, students feel more comfortable at school and know what to expect from faculty everyday and what faculty expect from them. For many of our students, home and life outside of school can be an exceptionally stressful environment; therefore, we strive to create a calm, predictable environment where students can focus on learning and grow as learners and citizens. While we cannot solve the problems and challenges outside of our walls, we can work with them to develop within them the skills to address them.

When students do make poor choices, such as disrupting a class or treating a community member disrespectfully, we work with the student in whatever capacity in most appropriate, being through disciplinary steps, counseling, tutoring, or a combination of all of the above. Regardless of the approach, we adopt the perspective of “understanding and expecting change”. This phrase means that, while we work to understand the student’s particular challenge, we expect them to change their presenting behavior. We create a compassionate community that is focused on excellence in all facets of its program.

C. Discipline and Safety: Student disciplinary, attendance and uniform policies

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 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 Prep Southeast will be taught to internalize the school's *Core Values* and *Core Habits of LEADers*. As students progress through LEAD Prep Southeast, 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.

D. 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 with LEAD Prep Southeast, 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 Prep Southeast 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. 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:

- **Marks/ Lucre:** LEAD Prep Southeast, like other LEAD Public Schools, will 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. (*See Attachment 13: RISE Respect Log*)
- **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. (See *Attachment 15: Language of LEADership*)

- **Expulsion:** As required under charter law, students will be expelled from school for infractions that meet the MNPS zero tolerance qualifications (See *Attachment 16 for the LEAD adapted MNPS Expulsion DSOP*).
- **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.

E. Social and Emotional Supports for All Students

To address the social and emotional needs of our students, we proactively identify student needs and have created programs and supports to anticipate potential issues. Importantly, the LEAD mission and vision have guided the development of student support; the goal for all student support is to help students grow towards the goal of attending a four year college or university. Because the students support programs at LEAD have a clear focus and goal, we feel they are able to be particularly successful. Everyone who works with students in a social or emotional support capacity understands, though every students needs are different, every student at LEAD has the same goal.

We conceive of our student support at several levels:

- **Great Instruction:** Every student experiences a structured academic environment where expectations are high, clear, and consistent. For many of our students, this environment

addresses many of their social/ emotional needs and creates the conditions they need to be successful. Key components include rigorous academics, a standards-based college-prep curriculum, positive adult relationships, Crew, and a Responsible Living program.

- **Small groups:** For some students, more direct training or support is needed; we conduct process groups of 6-9 students broken out by grade level and gender throughout the year. These groups focus on building positive social skills, student habits, and problem solving. These groups also are sometimes thematic, addressing issues like grief and loss, bullying, or social skills.
- **Individual Counseling:** Some students need direct, one-on-one counseling services to address particular needs. Through teacher referrals, parent requests, or as a consequence to behavior issues, a student will work with a school-based counselor during the school day. Issues addressed include social skills, anger management, positive peer/ adult interactions, challenges at home, or adjustment to new environments. To increase the capacity of our program, we plan to employ a school-based licensed counselor who can supervise intern, Masters level counselors from local degree granting organizations.
- **Case Management:** We recognize the limits of what can be done by the school directly, so we have partnered with Centerstone, Vanderbilt Medical Center, and other social service providers. These groups work with families at the in-home level to provide services in support of our students going to college.

The particular challenges that our students face are typical of students in underserved populations: external stresses, complicated family dynamics, low socio-economic status. Our students uniquely face the difficulty of matching those challenging experiences to the expectation that they be ready to go to college; that goal places added stress and pressure on our students, all the way down to 5th grade. Because we expect this pressure and others, we have developed particular programs and structures to address issues that may arise:

- **Student Support Team:** A multi-disciplinary team that consists of all stakeholders who work to support students advancement. Attendees at weekly meetings would include Dean of Students, any counselors or social workers working at the school, director of school-based social service programs, 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.
- **Community Partners:** a number of mental health and social service organizations have partnered with LEAD to provide services for our students and families. Centerstone, Vanderbilt, Oasis, the YMCA, Alpha Kappa Alpha, Alive Hospice, Youth Villages, Big Brothers/ Big Sisters among others, not only provide supports for our students, but also coordinate with our staff through the Student Support Team. These partners will be available to CCP as well.
- **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. (*See Attachment 14: Crew Guide and Example*).

- **Parent Talk:** To support our families, we work with social service providers to facilitate parent-training sessions during Saturday School sessions. Attendance at these sessions has increased by 100% since the beginning of the year to include about 20% of the parents at LEAD.
- **Athletics & Extra-Curricular Programs:** Students will be invested in their own success and the success of the school if they feel connected in some way. In addition to classes and teachers, athletics and extra-curricular activities, like the newspaper or the yearbook, the poetry club, the math or chess team, create opportunities for students to become invested in the mutual success of the school.

To evaluate the success and impact of these programs, we follow the LEAD mission by tracking the grades and test scores of the students who participate in these various programs to identify the level of impact they have on student academic achievement. Separately, we assess, from teachers' and students' responses to rating scales, the impact of the social support programs on participants. Our experience has demonstrated that students struggling to succeed academically or socially benefit greatly from our student support program; anecdotally, we see a drastic decrease in suspensions for students from their time at their previous school to their time at LEAD.

F. Supporting our Students' Social and emotional Needs

Our current students come from challenging backgrounds and circumstances that are outside of our control and influence. We can and do partner with community organizations, implement evidence-based best practice programs during, after, and before school, and offer students opportunities to improve themselves, but, ultimately, the only thing we as a school can control is our own work, mission, and vision. We believe that by understanding what we do and how we do it, we can most effectively and positively impact our students, families, and communities.

We understand that our role within the lives of our students is to provide a safe, positive, rigorous school that challenges students socially, emotionally, and academically. We believe that, by doing that job well and correctly, we can challenge the cycle of poverty many of our students live in. If a student lives in a culture of failure, we provide an opportunity to succeed; if they come from a culture of low accountability, we celebrate what they achieve; if they are behind academically, we work with them to catch up and advance beyond their own grade level.



Our greatest asset is our faculty; we spend exceptional resources to support and train our faculty to improve their practice. Instructionally, we provide professional

development opportunities focused on coordinating instruction across grade levels and curriculum, time for instructors to co-plan with peers, and opportunities to collaborate across grade levels. Additionally, we provide time for faculty members to meet to address students who are struggling academically and socially. We believe that excellent instruction will produce excellent students. Teachers focused on success breeds students focused on success.

Of course, teachers and class time alone are not enough to address many of the challenges our students face. As discussed above, we have extensive and coordinated programs for addressing the social and emotional challenges students and families face. But students at LEAD spend in excess of 7 hours a day, 5 days a week, sitting in a class with our instructors; we maximize the impact of that time and provide support services were that effort isn't enough. From our experience, focusing on excellent instruction and support classroom instructors limits the need for many other programs and interventions.

Section 11 – Detail the plan for compliance with the applicable health and safety laws and regulations of the federal government and the laws of the state of Tennessee.

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments.

LEAD Prep Southeast 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. LPS will ensure all facilities meet codes for ADA, sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. Before allowing access to the LEAD Prep Southeast site, LPS will secure a Certificate of Occupancy from the required government agency. LPS 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 Prep Southeast will adopt and implement a comprehensive set of health, safety, and risk management policies in compliance with MNPS District Standard Operating Procedures that will 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 Prep Southeast as a drug, alcohol, and tobacco free workplace

All faculty and staff will undergo the standard MNPS criminal background check and fingerprinting process as has been the case with the other LPS campuses. 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 any necessary immunizations or tests (TB for example).

Section 12 - Describe the qualifications required of employees of the proposed public charter school.

All teachers in a school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the State Board of Education. Indicate the number and type of teachers and other school staff to be hired. Describe the qualifications you will require of staff. Detail how these attributes will help support the school's mission and goals. Explain your plans for the professional development and evaluation of staff.

A. Number and Type of Teachers and Other School Staff

B. Staff Qualifications

- i. Leadership
- ii. Recruitment
- iii. Instructional Staff Profile
- iv. Commitment to Diversity and Quality
- v. Hiring for the specific needs of LEAD Prep Southeast's students

C. Supporting the Mission: Professional Culture, Staff Buy-in, and Teacher Retention

D. Professional Development and Staff Evaluation

- i. *Professional Development*

A. Number and Type of Teachers and Other School Staff

LEAD Prep Southeast will use a similar staffing model found at other LPS campuses and provides excellent student: staff ratios as well as significant support to teachers from the administrative and support team. This model is described in the chart below and includes additional investments in translation support services to accommodate the anticipated ELL population in Southeast Nashville.

LEAD PREP SOUTHEAST Planned Staffing	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Total Enrollment	120	240	354	462	562
Total Educators and Instructional Staff	8	16	24	32	39
Total Admin and Support Staff	4	7	9	9	10
Total Employees	12	23	33	41	49
Student Employee Ratio	10.00	10.43	10.73	11.27	11.47

Note: One teacher per grade serves as the grade level chair, and as the high school grows teachers will have opportunities to serve as department chairs.

Educators and instructional staff include the following in a per grade basis: Math, Reading, Writing, Science, History, and Elective teachers. Additionally, one Exceptional Education teacher is planned per grade level and also an ELL teacher, for a total of 8 instructional staff per grade level. Staffing will be modified to accommodate the needs of our students. For example, we may need more than one Exceptional Education teacher per grade or we may only need a fractional ELL teacher in each grade.

Administrative and support staff will include the following in year one: School Director, Office Manager, Translator, and Paraprofessional. Additional positions will be added as grades and enrollment grow and in year five are planned to include the following: School Director, Office Manager, Translator, Paraprofessionals (2), Receptionist, Dean of Students, Counselors (2), and a Director of Curriculum.



B. Staff Qualifications

LEADership: 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 LEAD Prep Southeast. 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 (*See Attachment 17: School Director Job Description*). 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 (counselors and assistant principals) who may be



considered for the LEAD Prep Southeast School Director position. 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 the LEAD Prep Southeast School Director 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.

Recruitment: LEAD Prep Southeast 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. (*Job descriptions for key school positions are included in Attachment 17.*)

LEAD Prep Southeast will also benefit from support from the LPS NeST, 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.

LEAD Prep Southeast's administrative and support staff shall possess experience and expertise appropriate for their position as outlined in their job description. Because it is crucial that LEAD Prep Southeast 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 Prep Southeast families, the community, and office staff is an integral component of LEAD Prep Southeast's campus culture.

Based on our philosophy of school based decision-making, the LEAD Prep Southeast School Director will have discretion over its 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.

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 (ie, 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 decides 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 the LEAD Prep Southeast site. 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.

Instructional Staff Profile: We fundamentally believe that high caliber people are the source of our strength. Over the past four years, we have had a tremendous amount of success in recruiting and hiring outstanding, mission-driven instructional staff members who have been the basis for LEAD's sustained results. By systematically studying its highest performers, we have identified traits that differentiate top-performing teachers from low-performers. These traits have become the profile for the Ideal Teacher and form the basis for a behavioral interview guide that ensures we are selecting teachers that fit our ideal profile. These key personality traits are listed and briefly described below:

- **Rebound Time:** Ideal Teachers tend to recover quickly from disappointments or situations of intense stress encountered during a teaching day and are able to resume normal activity or move into problem-solving mode instead of dwelling on setbacks.
- **Energy Mode:** Ideal Teachers tend to stay "on the move." They are comfortable standing up, walking around and/or being physically active for extended periods of time. They transmit this energy to students and colleagues alike. In class, they are dynamic instructors, constantly circulating in the room and motivating students.
- **Taking Charge:** Ideal Teachers enjoy the responsibility of leading others and actively seek opportunities to give directions to others. They often seek out opportunities to lead

or direct new programs or initiatives.

- **Agreement:** Ideal Teachers are more likely to face conflict than avoid it. Ideal Teachers may show great interest in others' needs and be excellent listeners, but will likely weigh fulfilling an individual's needs against following a course of action that benefits the organization.
- **Perfectionism:** Ideal Teachers commit extra time, resources, and effort in order to produce a highly refined and polished product. They epitomize the organization's continual improvement philosophy, always looking for ways to set a higher standard.
- **Reserve:** Ideal Teachers tend to provide opinion outputs on a regular basis. They clearly communicate what they think or how they feel about certain issues.
- **Drive:** Ideal Teachers typically have clear goals that are associated in some sense with becoming "number one" in a given context: obtaining Advance ratings in TCAP, driving dramatic gains in student achievement, establishing a new record, winning an award, or the like.

Commitment to Diversity and Quality: LEAD Prep Southeast 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.

Every aspect of our mission from hiring and evaluation of teachers to the learning expeditions and community involvement of our students will aim to ensure that LEAD Prep Southeast is a community of learners who benefit from a variety of viewpoints, talents, and interests, learning together in an atmosphere of inclusiveness, mutual understanding, and respect.

To reach our goal of preparing 100% of our students for graduation and success at a 4-year college/university, LEAD Prep Southeast 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 LEAD Prep Southeasts, 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.

Nationally, LEAD Public Schools has spread the word of LEAD schools through existing social, professional, and educational networks. Leadership and staff have also begun targeting some of

the nation's top-tier universities (Stanford, Yale, Princeton, Duke, University of North Carolina, Georgetown, Harvard, and Vanderbilt) and historically black colleges (TSU, Fisk, and Howard) to attract a diverse and widely experienced staff that has the experience, training, and passion to do "*Whatever it Takes*" to see that all students graduate and are accepted to a 4-year college/university. We will continue to hold informational sessions and recruiting fairs at colleges and universities to find excellent candidates, plant seeds for future prospects, and grow the network.

LEAD Prep Southeast's relationship with LEAD Public Schools will allow them to piggyback on LEAD Academy and Cameron College Prep's instructor outreach events, such as holding simultaneous outreach and recruitment events locally and around the country to identify and recruit a diverse and widely experienced staff.

Hiring for the specific needs of LEAD Prep Southeast's students: To support the environment needed to assure that students needing English as a second language, LEAD Prep Southeast will recruit teachers who have a secondary credential as well as bilingual or ESL 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.

C. Supporting the Mission: Professional Culture, Staff Buy-in, and Teacher Retention _____

To send all LEAD students to college it is critical that LEAD develop a staff culture that drives excellence and provides our students examples of lifelong learning in a team environment. At all LEAD Schools, the School Director, instructors and staff are members of a community of learners. As professionals, we work together to share expertise, improve our school's program, build background knowledge in our disciplines, and model collaborative learning for students.

The culture at a LEAD Prep Southeast will mirror the culture at LEAD Academy and Cameron College Prep and will be characterized by a respectful collegiality where instructors resist judgment and blame and support each other in improving practice. The School Director, instructors, staff, and volunteers model a safe community that fosters high quality work and promotes continued learning. To accomplish this, all adults at the school are learners themselves, willing to implement and master new practices and model learning for all students. The School Director, instructors, and staff members will live by and model the school's code of character and be held accountable for their actions through regular reviews, surveys, and evaluations.

The professional culture model used at all LEAD schools combine components of Fullan and Rolheiser-Bennett's (1990) focus on teachers-as-learners (including classroom teachers and school administrators), with their view that talented and passionate teachers are often the best peer trainers available. To ensure the ongoing development of best practices, staff learning at LEAD Prep Southeast also includes the following components:

- **Professional Development Committee:** Through a teacher elected Professional Development Committee, teachers help determine staff development concepts and priorities that best meet their needs. Teachers are surveyed via the school leadership team and/or the Professional Development Committee to determine staff development needs for the school year.
- **Teacher Leadership Program:** This program provides training for teachers to become coaches and lead professional development for their colleagues.
- **Benchmark Collaboration Days:** At all LEAD schools, teachers administer quarterly benchmark exams and meet by grade and subject level to compare test data and determine best practices. This creates the opportunity for collaboration amongst teachers so best practices can be shared across the organization.
- **Lessons for Study:** Teachers co-develop lesson plans and units together and then have the opportunity to observe their colleague teaching the lesson and provide feedback
- **School-level decision-making:** Teachers and the Principal make decisions about curriculum, set academic goals and are held accountable for achieving goals.

Grade Level Teams: LEAD Prep Southeast, like LEAD Academy and Cameron College Prep, will be organized by grade level teams (GLTs), which consist of all instructors who work in a particular grade level. The purpose of the GLTs is to create a group of interested, informed instructors who meet face-to-face to discuss issues impacting students in a specific grade level, and to empower these instructors to do “*Whatever it takes*” to help students achieve academic, social, and personal goals. GLTs are the point group in addressing students’ academic, behavioral, and social challenges and successes. These teams meet at least weekly during a common planning period. GLTs will be organized by a Grade Level Chair (GLC), whose responsibilities include preparing the agenda for each meeting and attending a weekly GLC meeting.

D. Professional Development and Staff Evaluation

Professional Development

Our goals and methods for our instructors and 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 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 at LEAD Prep Southeast, 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 at LEAD Prep Southeast will be based on the recommended LEAD practices, which include the opportunities described below (*Please also see **Attachment 18: Professional Development Calendar***):

- **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 at LEAD Prep Southeast 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.

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

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, full-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 (*Please also see Attachment 19: Professional Development Rubric*).

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. For an The LEAD Public Schools evaluation tools are attached in ***Attachment 7: School Director Growth Plan*** and ***Attachment 20: Teacher Evaluation Tool (sample)*** and ***Attachment 21: Teacher Evaluation Rubric***.

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 (*To see our instructional standards and an overview of our coaching processes, please see **Attachment 22: Instructional Standards and Coaching Overview.***)

Section 13 – Identify the individuals and entities sponsoring the proposed public charter school, including their names and addresses.

Summarize each individual's and entity's relevant experience and qualifications. If you have not already done so under question 8, provide contact information and a resume or organizational description for each individual and entity. Briefly explain how these sponsors will help contribute to your school's mission.

A. LEAD Public Schools

B. Management and Administration

- i. Quality Delivery of Services
- ii. Focus on Core Competency
- iii. Keeping the Organization Lean, Agile, and Scalable

A. LEAD Public Schools

LEAD Public Schools, Inc., **a Tennessee 501(c)(3) corporation**, will serve as the Sponsor of the LEAD Prep Southeast start-up. LPS has already overseen the successful startup of LEAD Academy as well as the transformation of Cameron College Prep.

LEAD Public Schools, 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, including LEAD Prep Southeast, 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 Network Support Team's primary objective is to provide effective governance, training, support and services to the campuses, and by extension LEAD Prep Southeast's students. The Support Center 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. (*Information about the members of the Board of Directors can be found in **Section 8***).

LEAD Public Schools, 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, including LEAD Prep Southeast, 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.

B. Management and Administration

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. (*Please see **Attachment 23: Vendor List** for more information regarding specific vendors LEAD currently uses.*)

Focus on Core Competency: The primary role of the LEAD Public Schools Support Center 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. In the LEAD organization, the CEO, Chief Academic Officer, President/Chief Operating Officer, and all directors are 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.

Section 14 – Describe the procedures governing the deposit and investment of idle funds, purchasing procedures, and comprehensive travel regulations.

Detail the policies and processes regarding the deposit and investment of idle funds. Describe your school's purchasing procedures and identify who will have purchasing authority. (All contracts for goods and services in excess of five thousand dollars (\$5,000) must be bid and approved by the governing body of each public charter school). Provide regulations on travel, including policies regarding student field trips and reimbursement of travel expenses.

A. Deposit and Investment of Idle Funds

B. Purchasing Procedures

C. Travel Regulations

D. Student Field Trips

A. Deposit and Investment of Idle Funds

While the Tennessee Code allows for a wide variety of options for the investment of idle funds by county and city governments, and other government agencies, LEAD Prep Southeast expects to have a very small volume of idle funds to manage and will deposit all idle funds into the school's insured operating bank account on a regular basis. The Board of Directors will only consider investment of idle funds into the types of investments permitted for charter schools by the Tennessee Code and will invest funds only when it is financially prudent to do so.

B. Purchasing Procedures

LEAD Prep Southeast will procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance and price. LEAD Prep Southeast will use a competitive procurement, which requires sound business reasons for purchases less than \$1,000. LEAD Prep Southeast will select the best value by obtaining three written quotes for items greater than \$1,000 and less than \$5,000. Finally, a formal bid process will be used for items greater than \$5,000, in which three bids will be received and evaluated by the Board of Directors using a formal evaluation process.

LEAD Prep Southeast adheres to the following objectives:

- ☐ Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- ☐ Make all purchases in the best interests of LEAD Prep Southeast and its funding sources.
- ☐ Obtain quality supplies/services needed for delivery at the time and place required.
- ☐ Buy from responsible sources of supply.

- ☐ Obtain maximum value for all expenditures.
- ☐ Deal fairly and impartially with all vendors.
- ☐ Maintain dependable sources of supply.
- ☐ Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in LEAD Prep Southeast-supplier relationships.

LEAD Prep Southeast will execute a *Purchase Order* for all purchases and it shall be approved by the Business Manager for purchases less than \$5,000 and by the School Director and the President/COO for purchase greater than \$5,000.

All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Directors and signed by the School Director. The agreement will identify all the terms and conditions of the lease.

C. Travel Regulations

All employees will be reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices. All employees requesting such mileage reimbursement are required to furnish an Expense Report: Travel containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

D. Student Field Trips

During the Fall Semester only, the entire student body, faculty, and staff will participate in a monthly field trip organized by the School Director and Grade Level Chairs.

The purpose of the All-School Field trip is to:

- ☐ Have fun together and take a break from school work,
- ☐ Build community within the school,
- ☐ Strengthen the LEAD Prep Southeast family, and
- ☐ Improve student morale and quality of life

Eligibility – All students regardless of their academic standing will attend the All-School Field Trips. The only exception will be students who have failed to complete their community service hours.

Procedure – Details about the All-School Field Trip will be part of the weekly Staff Notes. The trip will be organized by the Director of Operations.

Day trips connected to a content area: Staff members are encouraged to find opportunities to connect classroom learning to “real world” applications. Field trips to locations in the city are an excellent way to engage students and promote more interest and excitement about a specific topic being studied in class.

Eligibility – Field trips that are tied to classroom instruction and curricula goals should involve as many students within the class as possible. The only students to be excluded from these types of field trips are students who have low LEAD Lucre (i.e. have not earned the trip through their choices and behavior).

Approval Procedure – The staff member proposing the day trip to the grade level team is the individual responsible for ensuring all preparations for the trip are handled appropriately. Once the lead staff member finds a potential field trip destination for his/her class, he/she must:

- ☐ Propose idea at staff meeting to ensure it has staff support.
- ☐ Complete field trip authorization form and submit it to Dean of Instruction.
- ☐ Determine budget for field trip and get approval of budget expenditure from Director of Operations.
- ☐ Check master and monthly calendars to ensure the trip does not conflict with an event/trip that has already been scheduled.
- ☐ After receiving the Dean of Instruction’s approval, secure buses (if necessary) and order lunches (if necessary) from Business Office.
- ☐ Buses and lunches must be ordered at least 72 hours before field trip departure date.
- ☐ Complete field trip permission slip, make copies, and distribute copies to students eligible to go on trip at least one week prior to field trip.
- ☐ Students who are going on the trip must complete an absence form and get assignments for any and all classes to be missed. This form will be shown to the supervising instructor prior to departure. Students who do not complete the necessary paperwork are not allowed to attend the trip.
- ☐ Ensure students NOT participating have ample assignments and are appropriately supervised.
- ☐ Collect permission slips from ALL eligible students prior to departure.
- ☐ Leave any pertinent information with office.
- ☐ Carry cell phone, make sure it is charged, and leave it on!

- Carry LEAD Prep Southeast first aid kit and any necessary medications requiring administration while on the trip.

Overnight trips connected to a content area: Staff members are encouraged to find opportunities to connect classroom learning to “real world” applications. Overnight trips to locations in the region are an excellent way to engage students and promote more interest and excitement in about a specific topic being studied in class.

Eligibility – Overnight field trips represent a greater risk for student misconduct and eligibility requirements are therefore stricter. Within 5th-9th grade, any student serving in-school suspension (ISS) cannot attend an overnight field trip unless a majority of the grade-level team approves the student participation. Grade-level teams will make decisions regarding specific students.

Approval procedure - The staff member proposing the overnight trip to the grade level team is the individual responsible for ensuring all preparations for the trip are handled appropriately. Once the lead staff member finds a potential field trip destination for his/her class, he/she must:

- Determine budget for field trip and get approval of budget expenditure from School Director (SD).
- Check master and monthly calendars to ensure the trip does not conflict with an event/trip that has already been scheduled.
- Propose idea at grade-level meeting to ensure it has grade-level support.
- Complete field trip authorization form and submit it to SD - *overnight trips must have SD approval.*
- After receiving SD approval, secure buses (*if necessary*) and order lunches (*if necessary*) from Business Office.
- Buses and lunches must be ordered at least 1 week before field trip departure date.
- Complete field trip permission slip, make copies, and distribute copies to students eligible to go on trip.
- Students who are going on the trip must complete an absence form and get assignments for any and all classes to be missed. This form will be shown to the supervising instructor prior to departure. Students who do not complete the necessary paperwork are not allowed to attend the trip.
- Ensure students NOT participating have ample assignments and are appropriately supervised.
- Collect permission slips from ALL eligible students prior to departure
- Leave all contact information with office

- ❑ Carry cell phone, make sure it is charged, and leave it on!
- ❑ Carry LEAD Prep Southeast comprehensive first aid kit and any student medications requiring administration while on trip.
- ❑ Carry a copy of emergency contact information for each student and staff on trip.

Day trips to reward a group of students: Staff members are encouraged to reward the hard work of students who perform well as a class or an entire grade-level. Field trips to locations around the city are an excellent way to reward students and motivate them to continue to work hard.

Eligibility – Reward-based or incentive field trips that are NOT tied to classroom instruction and curricula goals should only involve students who deserve the reward/incentive. When in doubt, we err on the side of NOT letting a student attend the trip.

Approval Procedure – Incentive-based trips should be handled as a grade-level team with the ultimate responsibility being that of the School Director.

- ❑ Complete field trip authorization form and submit it to School Director.
- ❑ Determine budget for field trip and get approval of budget expenditure from School Director.
- ❑ Check master and monthly calendars to ensure the trip does not conflict with an event/trip that has already been scheduled.
- ❑ After receiving School Director's approval, secure buses (if necessary) and order lunches (if necessary) from Business Office.
- ❑ Buses and lunches must be ordered at least 72 hours before field trip departure date.
- ❑ Complete field trip permission slip, make copies, and distribute copies to students eligible to go on trip.
- ❑ Ensure students NOT participating have ample assignments and are appropriately supervised.
- ❑ Students who are going on the trip must complete an absence form and get assignments for any and all classes to be missed. This form will be shown to the supervising instructor prior to departure. Students who do not complete the necessary paperwork are not allowed to attend the trip.
- ❑ Collect permission slips from ALL eligible students prior to departure
- ❑ Leave any pertinent information with office
- ❑ Carry cell phone, make sure it is charged, and leave it on!

- Carry LEAD Prep Southeast first aid kit and any student medications requiring administration while on trip.

Section 15 – Provide a plan for the management and administration of the school.

Detail the management and administration plan for the school. Clearly describe and delineate the roles and responsibilities of the school's leader(s), the governing board, and other key personnel. If you have identified specific individuals who will play day-to-day leadership roles in the school, list them. For individuals you have not previously described under questions 8 or 13, provide information about their background and qualifications and attach their resumes.

A. Roles and Responsibilities

B. Management and Administration

- i. Quality Delivery of Services
- ii. Focus on Core Competency
- iii. Keeping the Organization Lean, Agile, and Scalable

C. Human Resources Policies

D. Start-up Phase Services

E. Operational Phase Services

A. Roles and Responsibilities

The LEAD Public Schools 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 who is responsible for overall management of the LPS organization and the results of all schools in the LEAD organization. The CEO supervises and evaluates the performance of chief officers and is responsible for hiring and termination of School Directors. The CEO also has the ultimate responsibility for fund development working with the Director of Development.

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, who are listed in the operations menu at **Attachment 23**.

The primary responsibility of the Chief Academic Officer (when hired) will be to provide assistance and support to the schools. The Chief Academic officer is responsible for evaluating School Director 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. (***Nota Bene:** Until the Chief Academic Officer is hired, their duties will be jointly owned by the CEO and President/COO*).

School Directors have renewable one-year contracts based on performance and are hired and terminated by the CEO and President/COO. Each School Director operationally will have autonomy and responsibility in the following areas:

- Hiring and termination of all school site personnel.
- 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.

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 24**. For more information about the role and responsibilities of the LEAD Prep School Director, staff, and grade level teams, *please see Section 12 and Attachment 17 for Job Descriptions*.

B. Management and Administration

The LEAD Public Schools 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, including LEAD Prep Southeast, 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 by extension LEAD Prep Southeast's students. The Support Center 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.

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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. *(Please see **Attachment 23** for more information regarding specific vendors LEAD currently uses).*

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Keeping the Organization Lean, Agile, Scalable: At the school level, each LEAD campus will have very little administrative overhead. In the LEAD organization, the CEO, Chief Academic Officer, President/Chief Operating Officer, and all directors are 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.

C. Human Resource Policies

LEAD human resource policies are closely modeled after those of MNPS and charter school best-practices. Employees earn a base salary that is equal to a MNPS salary for the same position and years of experience plus, on average, 10-15% of their gross pay for the additional hours a month they spend working with students.

Based on employee surveys and continuation contracts, the policies we have adopted and implemented in the first five years of our growth have resulted in an extremely satisfied group of employees. We have the goal of retaining a high number of employees (85%) after the first year. A retention rate of 85% for a start-up organization, public or private, is quite impressive; however, we believe that once we have successfully created a culture where teamwork is valued and everyone feels completely invested in the success of our school a substantial group of teachers will choose to return the following year. The instructional and administrative staff will work closely together with each group, understanding its role in the education of our students.

LPS recruits, selects, and hires the highest caliber professionals. All employees sign one-year, at-will contracts. The contract renewal process begins at the end of January and continues through February. Employees whose contracts are not renewed are notified no later than May 1st. All issues relating to dismissal, illness, and other reasons for leave are outlined in the Instructor Contract.

Hiring and maintaining a consistently high quality instructional staff is critical to the LEAD school model. Since LEAD Prep Southeast will hire instructors from a wide variety of backgrounds, ranging from experienced instructors and recent college graduates with no teaching experience, its initial and on-going human resource processes and assessment criteria are tailored to continuously refine our approach and ensure that LPS continue to hire and retain extremely capable staff.

D. Startup Phase Services

See Section 6 for a description of the start-up phase.

E. Operational Phase Services

The following strategic processes have been defined to ensure that each campus achieves targets for quality and the Home Office provides high-quality support and quality control. These processes have been defined as strategically important to the success of our growth plan:

- **Provide Facility and Operations Support:** Under the direction of the President/COO, LEAD provides operations guidance, supporting documentation and any systems required to ensure compliance with all regulations including, but not limited to, emergency procedures, the school lunch program, E-Rate and MNPS-specified requirements for

charter schools.

- **Provide Hands-on Support to School Directors:** The CEO and President/COO provides technical assistance and hands-on support for all aspects of charter operation and will coach the School Director on management, instructional, and leadership issues.
- **Provide Human Resources Compliance Assistance:** The President/COO provides oversight and technical assistance with employee hiring, legal compliance and certification of required credentials.
- **Provide Business Management Operations Assistance:** The President/COO provides ongoing oversight and hands-on support through vendor outsourcing for school business management services including finance accountability systems, annual budget and cash flow planning, account management, funding reports, and applications for public funding.
- **Provide Legal and Insurance Services:** LPS obtains the appropriate legal counsel as well as liability, property, and director's insurance suitable for schools.
- **Identify Reliable Vendors for Contracting Services:** The President/COO identifies specific high quality vendors to provide beneficial services to LEAD Public Schools. These vendors are subject to specific service level agreements. The purpose is to generate economies of scale in purchasing certain products and services.
- **Develop Technology Deployment Standards:** The President/COO defines standards for appropriate technology systems and how they are purchased. All schools use consistent coordinated school management systems including accountability, finance, and student information. Accountability systems will perform the functions of assessment and data collection, both aggregated and disaggregated.
- **Collect and Disseminate of Effective Small School Practices:** The CEO and the Chief Academic Officer identify specific best practices in both administrative and instruction dimensions to be documented and disseminated by LPS to its schools. LPS provides collaboration opportunities for its School Directors and teachers to share their best practices.
- **Provide Funding and Grant Opportunities:** The Director of Development is responsible for fundraising efforts to support LEAD Public Schools so that school leaders are able to keep their focus on high quality instruction and achieving outcome goals
- **Create forums for collaboration.** The CEO and Chief Academic Officer will develop regular forums to assemble staff across different schools, and to connect school-based and LPS support center staff. In addition to hundreds of informal meetings and interactions, LPS has a calendar of planned events that bring people together to collaborate, including:

Section 16 – Provide a copy of the proposed by laws of the governing body of the charter school

As noted in Section 7 of this application, LEAD Prep Southeast, LLC is a wholly owned, nonprofit subsidiary of the 501 (c) (3) entity LEAD Public Schools, Inc. (LPS), which operates LEAD Academy, LLC, and Cameron College Prep, LLC, charter schools previously approved by MNPS. LEAD Public Schools is the sole member of LEAD Prep Southeast, LLC, as it is for Lead Academy and Cameron College Prep, its other nonprofit subsidiaries. This structure affords LEAD Prep Southeast 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. LEAD Prep Southeast, and all other LEAD campuses, are governed under the same board of directors as LPS, yet will also operate with the support of a school advisory council comprised of members of the school and local community. The bylaws of LPS are restated below.

AMENDED AND RESTATED BY-LAWS OF LEAD PUBLIC SCHOOLS, INC. Revised: [November 9, 2010]

ARTICLE I.

IDENTIFICATION

Section 1. Name. The name of the corporation shall be LEAD Public Schools, Inc. (the “Corporation”), which is formed exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”).

Section 2. Offices. The executive offices of the Corporation shall be in Davidson County, Tennessee, but the Corporation may have other offices at such places as the Board of Directors may from time to time decide or as the business of the Corporation may require.

Section 3. Seal. The corporation shall have no seal.

Section 4. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30 of the next calendar year, but the Board of Directors may from time to time change the fiscal year of the Corporation.

ARTICLE II.

OBJECTIVES AND PURPOSES

The Corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the

“Code”). Specifically, the Corporation shall, acting as a holding company, establish and operate, through wholly-owned subsidiaries, one or more Charter Schools in accordance with the Tennessee Public Charter Schools Act of 2002 (Tennessee Code Annotated § 49-13-101 et. seq.), as amended, restated or replaced from time to time (the “Charter Act”) and the requirements of the Metropolitan Board of Public Education for Nashville and Davidson County (the “Metro School Board”). The Corporation is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a not-for-profit corporation under the Tennessee Nonprofit Corporation Act, as amended from time to time (the “Act”). The Corporation may engage in all activities proper under applicable law, provided such activities are not inconsistent with the Act, these By-laws, the Charter Act, or the requirements of the Metro School Board. The managing of the business and regulation of Corporation affairs shall be consistent with these By-laws.

The Corporation is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a nonprofit corporation under the Act; provided, however, that the Corporation shall not carry on any other activities not permitted to be carried on by any of the following: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or any corresponding provision of any future federal tax laws; (b) a corporation to which contributions are deductible under Sections 170(c)(2), 2055(a), and 2522(a) of the Code, or any corresponding provisions of any future federal tax laws; or (c) a nonprofit corporation organized under the laws of the State of Tennessee pursuant to the Act or the Charter Act. The Corporation shall not discriminate with respect to admissions to its Charter School(s) on the basis of race, creed, color, national origin, religion, ancestry, or the need for special education services as set forth in the Charter Act. Further, the Corporation shall insure that its Charter Schools are non-sectarian and non-religious in their curriculum, programs, admission policies, employment practices, governance, and all other operations.

ARTICLE III.

NO MEMBERS

The Corporation shall not have members.

ARTICLE IV.

DIRECTOR/NOMINATING COMMITTEE

A Director/Nominating Committee consisting of (i) the Chairman of the Board of Directors, and (ii) four additional Directors, who shall be nominated by the Chairman and approved by a majority vote of the Board of Directors, shall serve as the Nominating Committee of Directors for the Corporation. The Chief Executive Officer and Chief Operating Officer of the Corporation shall also serve as *ex officio* members of the Director/Nominating Committee. At each Annual Meeting of the Board of Directors of the Corporation, the Director/Nominating Committee shall present the Board of Directors with a single slate of nominees for election to the Board of Directors, which slate of nominees shall be approved or disapproved by a Majority Vote (as defined in Article V Section 4) of the Board of Directors. In addition, the

Director/Nominating Committee shall present the Board of Directors with a single slate of nominees for Officers of the Corporation, with such slate of Officers to be approved or disapproved by a Majority Vote of the Board of Directors. In each instance, the Director/Nominating Committee shall establish the slate of Directors and slate of Officers by a Majority Vote of the Committee.

ARTICLE V.

DIRECTORS

Section 1. General Powers; Number. The business and affairs of the Corporation shall be managed and controlled by its Board of Directors, which shall exercise in the name of, and on behalf of, the Corporation all of the rights and privileges legally exercisable by the Corporation as a corporate entity, except as may otherwise be provided by law, the Corporation's Charter, these By-Laws, the Charter Law, or the requirements of the Metro School Board. There shall at all times be at least five (5), but not more than fifteen (15) Directors. However, the number of Directors may be increased or decreased from time to time by amendment to these By-Laws.

Section 2. Composition of the Board of Directors; Term. The Board of Directors shall be composed of a minimum of five (5) Directors, and a maximum of fifteen (15) Directors, with each Director to serve for a three-year term, with the terms of the Directors to be staggered as nearly as possible in such a way that in any given year the number of terms expiring for Directors shall be equal to, or approximate, the number of newly elected Directors. Directors will be elected at the Annual Meeting of the Corporation from a single slate presented by the Director/Nominating Committee. The Board of Directors shall be self-perpetuating. Directors who have served two successive terms of three (3) years each will not be eligible for re-election until a lapse of at least one (1) year. In addition to the elected Directors, each of the Chief Executive Officer and Chief Operating Officer of the Corporation shall also serve as *ex officio* members of the Board of Directors.

Section 3. Meetings. Regular meetings of the Board of Directors shall be held quarterly or upon call at any time by the Chairman of the Board, Chief Executive Officer, Chief Operating Officer or by any two (2) Directors on at least five (5) days' prior written notice forwarded to the entire Board by the Secretary of the Corporation. Notice of any such meeting may be waived by the person or persons entitled thereto by signing a written waiver of notice at any time before or after the meeting is completed. Attendance of a Director at a meeting shall constitute a waiver of notice thereof unless such attendance is for the express purpose of objecting to such meeting. Any meeting of the Board of Directors may be held within or without the State of Tennessee at such place as may be determined by the person or persons calling the meeting. Any Director may participate in a meeting of the Board of Directors (or of any committee of the Board of Directors) by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear one another; and participation in a meeting pursuant to this provision shall constitute presence in person at such meeting.

Section 4. Quorum; Voting. A majority of the Directors then in office shall constitute a quorum for the transaction of business; and the vote or action of a majority of the Directors

present at any meeting at which a quorum exists (a “Majority Vote”) shall decide any matter that may come before the meeting and shall be the act of the Board unless otherwise specifically required by law or by express provision of the Charter or By-Laws of the Corporation. Directors absent from any meeting shall be permitted to vote at such meeting by written proxies.

Section 5. Vacancies. Vacancies in the Board of Directors occurring for any reason, including an increase in the number of Directors or the resignation or removal of any Director, may be filled by a Majority Vote of the Directors for a nominee proposed by the Director/Nominating Committee. A Director elected to fill any vacancy shall hold office for the remainder of the term of the Director that he or she is replacing.

Section 6. Removal. Upon an affirmative majority vote of the entire Board of Directors (all Directors then in office without respect to any quorum) any Director may be removed from office, with or without cause.

Section 7. Compensation. Directors shall not receive any compensation for their services, but by resolution of the Board of Directors may be reimbursed for their expenses incurred in attending the meetings of the Board or in performing official functions of the Corporation.

Section 8. Disqualification of a Director. No person who has been convicted of a felony or other criminal offense involving dishonesty, fraud, or moral turpitude shall be elected as a Director of the Corporation; and any existing Director of the Corporation who is convicted of a felony or other criminal offense involving dishonesty, fraud, or moral turpitude shall automatically be removed from office, without the need for any further action by the Board of Directors.

Section 9. Delegation of Operational Duties. Notwithstanding the fact that the Board of Directors is responsible for the business and affairs of the Corporation, the Board of Directors is entitled to delegate the responsibility for the day-to-day operations of the Corporation’s Charter School(s) to the Chief Executive Officer, Chief Operating Officer, and Officers of the Corporation (or the Board of Directors or Officer’s of any subsidiary of the Corporation), subject to the continuing oversight and direction of the Board.

ARTICLE VI.

OFFICERS

Section 1. Designation. The principal Officers of the Corporation shall be the Chairman of the Board, Chief Executive Officer, Chief Operating Officer, one or more Vice Presidents, a Secretary and a Treasurer and any other Officers deemed appropriate by the Board of Directors. Any two (2) or more of such offices may be held by the same person except the offices of Chief Executive Officer and Secretary.

Section 2. Chairman of the Board. The Chairman of the Board (also known as the

“Chairman”) shall preside at all meetings of the Board of Directors and shall act as the principal liaison between the Board and the Chief Executive Officer, President and Chief Operating Officer, and other Officers. The Chairman shall serve as a member of the Director/Nominating Committee, with the additional responsibility of (i) nominating the other four Directors to serve on the Director/Nominating Committee (subject to Board approval), and (ii) presiding over each committee meeting of the Director/Nominating Committee. The Chairman shall be charged with the responsibility of appointing, with the assistance of the Chief Executive Officer and Chief Operating Officer, the members of each standing committee of the Board. The Chairman shall be entitled to serve on any standing committee of the Board. The Chairman shall have such other powers and perform such other duties as may be assigned by the Board.

Section 3. Founder and Chief Executive Officer. The Founder and Chief Executive Officer (“Chief Executive Officer”) shall be the chief executive officer of the Corporation and shall report directly to the Corporation’s Board of Directors. Along with the Corporation’s Chief Operating Officer, the Chief Executive Officer shall be responsible for the day-to-day operations of the Corporation, with the Chief Executive Officer to be specifically responsible for the Corporation’s (including its subsidiaries) (i) fundraising activities, (ii) community outreach, (iii) external partnerships, (iv) government relations, (v) strategic planning, and (vi) public relations, subject at all times to the continuing oversight and direction of the Board of Directors. The Chief Executive Officer shall perform such other duties as may from time to time be prescribed by the Board. The Chief Executive Officer shall be an *ex officio* member of the Board of Directors, as well as all standing committees of the Board, including, without limitation, the Director/Nominating Committee. At each meeting of the Board of Directors, the Chief Executive Officer shall report to the Board on the operations of the Corporation for which he has direct responsibility. In the absence, disqualification or incapacity of the Chief Operating Officer, the Chief Executive Officer shall perform the duties and exercise the powers of the Chief Operating Officer.

Section 4. President and Chief Operating Officer. The President and Chief Operating Officer (“Chief Operating Officer”) shall be the chief operating officer of the Corporation and shall report directly to the Board of Directors. Along with the Chief Executive Officer, the Chief Operating Officer shall be responsible for the day-to-day operations of the Corporation, with the Chief Operating Officer to be specifically responsible for the Corporation’s (including its subsidiaries) (i) financial operations, management and reporting (including operating budgets and audits), (ii) day-to-day operations of the Corporation’s Charter School(s), (iii) academic programs, (iv) transportation of students, (v) facilities, (vi) human resources, with the ability to hire and fire all Charter School personnel, and (vii) compliance with the Charter Act and each of the Corporation’s Charter Agreements with the Metro School Board, subject at all times to the continuing oversight and direction of the Board of Directors. The Chief Operating Officer shall perform such other duties as may from time to time be prescribed by the Board. The Chief Operating Officer shall be an *ex officio* member of the Board of Directors, as well as all standing committees of the Board, including, without limitation, the Director/Nominating Committee. At each meeting of the Board of Directors, the Chief Operating Officer shall report to the Board on the operations of the Corporation for which he has direct responsibility. In the absence, disqualification or incapacity of the Chief Executive Officer, the Chief Operating Officer, shall perform the duties and exercise the powers of the Chief Executive Officer.

Section 5. Vice President. The Vice President or Vice Presidents shall assist the Chief Executive Officer and/or Chief Operating Officer, as applicable, in the management of the Corporation and shall have such other powers and perform such other duties as may be assigned by the Board.

Section 6. Secretary. The Secretary shall keep the minutes of all meetings of the Board of Directors in appropriate books and shall attend to the giving of all notices for the Corporation. He shall have charge of the books and records of the Corporation and such other books and papers as the Board may direct, and he shall in general perform all duties incident to the office of Secretary of the Corporation. He shall perform such other duties as may from time to time be prescribed by the Board.

Section 7. Treasurer. The Treasurer shall be responsible for the overall care and custody of the funds, securities and finances of the Corporation, and he shall in general perform all duties incident to the office of Treasurer of the Corporation. He shall perform such other duties as may from time to time be prescribed by the Board. The Treasurer shall be responsible for maintaining the financial records of the Corporation and any audits of the Corporation's financial statements. The Treasurer shall be entitled to delegate certain responsibilities to an assistant treasurer or the Corporation's comptroller, if any. The Treasurer shall report directly to the Chief Operating Officer.

Section 8. Other Officers. The Board of Directors may appoint, or may authorize the Chief Executive Officer and/or Chief Operating Officer, as applicable, to appoint, one or more Vice Presidents, an Assistant Secretary, an Assistant Treasurer, and such other Officers as the Board may from time to time decide, who shall have such authority and perform such duties as may from time to time be prescribed by the Board or designated by the Chief Executive Officer or Chief Operating Officer, as applicable.

Section 9. Election and Term of Office. The Officers shall be elected or appointed at the Annual Meeting of the Board of Directors, provided that any vacancy or newly created office may be filled at a special meeting of the Board, with such Officers to be elected from a single slate of Officers nominated by the Director/Nominating Committee and approved by Majority Vote of the Board of Directors (except in the case of a vacancy, in which case only a single Officer will be elected by the Board of Directors). The Officers shall hold office at the pleasure of the Board, and any Officer may be removed, with or without cause, at any time by a Majority Vote of the Board of Directors. Unless otherwise determined by the Board, each Officer shall hold office until the next Annual Meeting of the Board and thereafter until his successor has been elected or appointed and qualified.

ARTICLE VII

STANDING COMMITTEES

Section 1. Designation. The committees hereinafter designated shall be Standing Committees of the Board; provided however, that if deemed advisable by the Board, certain committees may be combined and/or new committees may be established. The members of each

committee, along with such committee's Chairman, shall be appointed by the Chairman of the Board with the assistance of the Chief Executive Officer and Chief Operating Officer. Each committee shall have at least three (3) members, with the Executive Director serving as an *ex officio* member of each committee. Persons, who are not Directors of the Corporation, may serve on any Standing Committee.

Section 2. Meetings. Meetings of any committee may be requested by the Chief Executive Officer, Chief Operating Officer, or the Board but shall be called by the Chairman or two members of the committee by giving written notice at least five (5) days prior to the date of the meeting with the notice to contain the time and place of the meeting.

Section 3. Quorum. The majority of the committee shall be necessary to constitute a quorum for the transaction of business, and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 4. Powers and Duties. The powers and duties of each designated Standing Committee are as follows:

(a) Finance and Audit. This committee shall make reports and recommendations to the Board concerning all policies relating to the financial operation of the Corporation (and its subsidiaries) including the current operational budget, annual audit, and other financial endeavors. It shall work with the Chief Operating Officer in developing the budget (and the budgets for the Corporation's subsidiaries); shall hear the proposals of the Chief Operating Officer for salary increases; and shall study the fringe benefits of the faculty, staff and Executive Director and it is also responsible for the insurance program of the Corporation and for the investment of the Corporation's funds.

(b) Building and Grounds. This committee shall make reports and recommendations to the Board concerning all matters relating to the physical property of the Corporation's Charter School(s), which includes all of the grounds along with the buildings and other improvements, and all equipment, furnishings, and other personalty. As part of its duties, it will investigate proposed improvements or alterations and acquisitions and make reports to the Board as to the feasibility and costs of the endeavor. If approved, it shall be responsible for overseeing the endeavor.

(c) Marketing and Development. This committee shall prepare, organize and administer such fund raising campaigns, both general and special, as the Board deems necessary for the continued operation, growth, and development of the Corporation's Charter School(s). Further, the Development Committee shall work in conjunction with the Chief Executive Officer in the application for, and compliance with, any grants available to the Corporation.

(d) Academic Affairs. This committee shall make reports and recommendations to the Board of means and methods for the improvement of the education being provided by the Corporation's Charter School(s) (including under the term "education" every aspect of the school's program) and shall keep the actual curriculum under review.

Section 5. Director Information Requests. Each Director shall be entitled to receive information regarding the Corporation by requesting from the Chairman of the appropriate standing committee the applicable information, and the Chairman shall then obtain such information from the appropriate Officer of the Corporation and provide such information to the requesting Director.

ARTICLE VIII.

SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Directors may authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or other orders for the payments of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such Officer or agent of the Corporation and in such manner as shall from time to time be determined by the Board of Directors.

Section 3. Deposits. All funds of the Corporation shall be deposited to the credit of the Corporation in such banks, trust companies, brokerage accounts, investment managers, or other depositories as the Board of Directors may select.

Section 4. Gifts and Contributions. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 5. Investments. The Board of Directors, or any other Officer or agent empowered by them, shall have authority to invest and reinvest funds of the Corporation in such manner and in such property or securities as they shall approve, and to change investments hereof from time to time as they may deem expedient.

Section 6. Fiscal Agents. The Board of Directors may appoint and authorize fiscal agents to exercise any duty or function as they deem expedient, providing all transactions involving investment shall be approved by the Board of Directors before being made.

ARTICLE IX.

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its Board of Directors, and shall keep at the registered or principal office a record giving the names and addresses of the Directors. All books and records of the Corporation may be inspected by any Director, or his agent or attorney, for any purpose at any reasonable time. There shall be an annual audit of the financial records of the Corporation in such manner as directed by the Directors.

ARTICLE X.

INDEMNIFICATION AND ADVANCEMENT OF EXPENSES

Section 1. Mandatory Indemnification of Directors and Officers. To the maximum extent permitted by the provisions of Sections 48-58-501, et seq., of the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this Section 1 which occur subsequent to the effective date of such amendment), the Corporation shall indemnify and advance expenses to any person who is or was a Director or Officer of the Corporation, or to such person's heirs, executors, administrators, or legal representatives, for the defense of any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, and whether formal or informal (any such action, suit or proceeding being hereinafter referred to as the "Proceeding"), to which such person was, is or is threatened to be made, a named defendant or respondent, which indemnification and advancement of expenses shall include counsel fees actually incurred as a result of the Proceeding or any appeal thereof, reasonable expenses actually incurred with respect to the Proceeding, all fines, judgments, penalties and amounts paid in settlement thereof, subject to the following conditions:

(a) The Proceeding was instituted by reason of the fact that such person is or was a Director or Officer of the Corporation; and

(b) The Director or Officer conducted himself or herself in good faith, and he or she reasonably believed (i) in the case of conduct in his or her official capacity with the Corporation, that his or her conduct was in its best interest; (ii) in all other cases, that his or her conduct was at least not opposed to the best interests of the Corporation; and (iii) in the case of any criminal proceeding, that he or she had no reasonable cause to believe his or her conduct was unlawful. The conduct of the Director or Officer with respect to an employee benefit plan for a purpose he or she reasonably believed to be in the interest of the participants in, and beneficiaries of, the plan shall be conduct that satisfies the requirements that such person's conduct was at least not opposed to the best interests of the Corporation. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the Director or Officer did not meet the standard of conduct herein described.

Section 2. Permissive Indemnification of Employees and Agents. The Corporation may, to the maximum extent permitted by the provisions of Section 48-58-501, et seq., of the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this Section 2 which occur subsequent to the effective date of such amendment), indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation, or to such person's heirs, executors, administrators, or legal representatives, to the same extent as set forth in Section 1 above, provided that the

Proceeding was instituted by reason of the fact that such person is or was an employee or agent of the Corporation and met the standards of conduct set forth in Section 1(b) above. The Corporation may also indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation to the extent, consistent with public policy, as may be provided by its by-laws, by contract, or by general or specific action of the Board of Directors.

Section 3. Non-Exclusive Application. The rights to indemnification and advancement of expenses set forth in Sections 1 and 2 above are contractual between the Corporation and the person being indemnified, and his or her heirs, executors, administrators, or legal representatives, and are not exclusive of other similar rights of indemnification or advancement of expenses to which such person may be entitled, whether by law, by this Charter, by a resolution of the Board of Directors, by the By-laws of the Corporation, by the purchase and maintenance by the Corporation of insurance on behalf of a Director, Officer, employee or agent of the Corporation, or by an agreement with the Corporation providing for such indemnification, all of which means of indemnification and advancement of expenses are hereby specifically authorized. The rights of indemnification and advancement of expenses set forth in this Article shall also apply, as appropriate, to any person who was an Officer, Director, employee or agent (or any such person's heirs, executors, administrators, or legal representatives) of any association, corporation, partnership or trust which was a predecessor to this Corporation, and to any Officer, Director, employee or agent of this Corporation (or any such person's heirs, executors, administrators, or legal representatives) who is serving or served in any capacity for another association, corporation, partnership or trust at the request of this Corporation.

Section 4. Non-Limiting Application. The provisions of this Article X shall not limit the power of the Corporation to pay or reimburse expenses incurred by a Director, Officer, employee or agent of the Corporation in connection with such persons' appearing as a witness in a Proceeding at a time when he or she has not been made a named defendant or respondent to the Proceeding.

Section 5. Prohibited Indemnification. Notwithstanding any other provision of this Article X, the Corporation shall not indemnify or advance expenses to or on behalf of any Director, Officer, employee or agent of the Corporation, or any such person's heirs, executors or administrators:

(a) If a judgment or other final adjudication adverse to such person establishes his or her liability for any breach of the duty of loyalty to the Corporation, for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or under Section 48-58-304 of the Act; or

(b) In connection with a Proceeding by or in the right of the Corporation in which such person was adjudged liable to the Corporation; or

(c) In connection with any other Proceeding charging improper personal benefit to such person, whether or not involving action in his or her official capacity, in which he or she was adjudged liable on the basis that personal benefit was improperly received by him or her.

Section 6. Repeal or Modification Not Retroactive. No repeal or modification of the provisions of this Article X, either directly or by the adoption of a provision inconsistent with the provisions of this Article, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

ARTICLE XI.

CONFLICTS OF INTEREST

Section 1. Purposes. The purpose of the conflicts of interest policy is to protect the Corporation when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer or Director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions.

(a) Interested Person. Any Director, Officer, or member of a Committee with Board of Director delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly, or indirectly, through business, investment, or family:

(1) An ownership or investment interest in any entity with which the Corporation has a transaction,

(2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3(b), a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. Procedures

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and disclose all material facts to the Directors and members of Committees considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

(1) An interested person may make a presentation at the Board or Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(2) The chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board or Committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested Board or Committee members whether the transaction or arrangement is in the Corporation's best interest, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy.

(1) If the Board or Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE XII.

AMENDMENT

The Directors of the Corporation may adopt new By-Laws and may amend or repeal any or all of these By-laws at any Annual or Special Meeting of the Board of Directors at which a quorum is present, by a majority vote of the entire Board (all Directors then in office without respect to any quorum), provided that the proposed amendment shall have been included in the notice of the meeting. The Secretary shall compile and maintain a list of amendments to these By-Laws, accompanied by the date of each amendment.

Section 17 – Include a statement of assurance of liability by the governing body of the charter school.

The applicant, LEAD Prep Southeast LLC, is a registered Tennessee not-for-profit limited liability company and subsidiary of Lead Public Schools, Inc., a registered Tennessee organization and registered 501(c)(3) corporation. In connection with operations of LEAD Prep Southeast as proposed in this application and codified in the subsequent charter agreement, LEAD Prep Southeast LLC will obtain and maintain all applicable liability insurance policies. These policies will provide coverage for general liability, vehicular liability, workers' compensation, student and catastrophic accident, fire and property, directors' and officers' liability, sexual harassment and umbrella coverage. All policies will be placed with insurers that maintain an A Best rating of not less than A: VIII and that are licensed to do business in Tennessee. The MNPS, its employees and elected/appointed officials shall be named as additional insured parties with respect to liability or services arising out of activities performed by or on behalf of the charter school.

LEAD Prep Southeast, like Cameron College Prep and LEAD Academy, will not represent that it has authority to pledge the credit of the Metro Nashville Public Schools, or to make it a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness. LEAD Prep Southeast shall not have any authority to enter into any agreement or make any commitment that obligates the Metro Nashville Public Schools beyond the terms of this application and subsequent charter. The school shall clearly indicate to vendors and other entities and individuals with whom it conducts business that the obligations of LEAD Prep Southeast under agreement or contract are solely its obligation and responsibility and are not that of the Metro Nashville Public Schools.

It is understood and agreed that LEAD Prep Southeast will be an independent contractor and that neither it nor any employees or agents contracted by it shall be deemed for any purposes to be employees (paid or volunteer) or agents of MNPS. This charter shall not create a joint venture or business partnership under Tennessee law, and LEAD Prep Southeast will assume full responsibility for the actions of such personnel and volunteers while performing any services incident to the charter, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, benefits and like requirements and obligation.

Section 18 – Detail the types and amounts of insurance coverage to be held either by the charter school or approved by the local board of education, including provisions for assuring that the insurance provider will notify the department of education within 10 days of the cancellation of any insurance it carries on the charter school.

Detail the types and amounts of insurance coverage. Provide contact information of the policy providers and an assurance from the providers that they will notify the department of education appropriately of any cancellations in policies.

LEAD Public Schools currently maintains insurance coverage through The Crichton Group in accordance with MNPS requirements for amounts and types of coverage detailed below. This policy covers all LPS entities: LEAD Public Schools, LEAD Academy Nonprofit LLC, Cameron College Prep Nonprofit LLC, and will cover LEAD Prep Southeast Nonprofit LLC, as well. Coverages will be increased within 30 days of charter approval. Currently, LPS maintains the following policies and levels of coverage:

- ☐ \$5,000,000 umbrella coverage for the following types of liability:
 - ☐ employer's liability related to employee accident/disease
 - ☐ commercial general liability
 - ☐ employee benefits liability
 - ☐ school leaders errors and omissions liability
 - ☐ sexual misconduct liability
 - ☐ automobile liability
- ☐ \$1,000,000 School Leaders Errors and Omissions
- ☐ \$1,075,000 coverage for business & personal property insurance for Heiman Street and Davidson Drive school facilities
- ☐ \$1,000,000 Vehicle liability coverage
- ☐ \$240,000 coverage for computer equipment
- ☐ \$60,000 coverage against certain financial crimes
- ☐ workers' compensation
- ☐ unemployment insurance

PROVIDER CONTACT INFO:

Crichton Group
3011 Armory Drive
Nashville, TN 37204
(615) 383-9761

LEAD Prep Southeast requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors. All policies will be effective no later than the date of the first day of school, but some portions (including school leaders errors and omissions) may be in effect sooner. Any changes or cancellations in policies will be communicated to Metro Public Schools and the Tennessee Department of Education. Payments for insurance are included in the 5-year Charter School Budget. The Crichton Group, located at, has insured LEAD Academy for the duration of its charter and will insure LEAD Prep Southeast.

Section 19 – Describe the plan for transportation for the pupils attending the charter school. Charter schools are not required to provide transportation.

If the proposed charter school elects to provide transportation for its pupils, provide a detailed transportation plan including the types of vehicles that will be used, who will drive them, and what students will be eligible.

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, and will similarly use them to provide transportation to LEAD Prep Southeast students. Depending on LEAD Prep Southeast students' needs, LPS may need to supplement its current capacity, and if it does all new vehicle purchases and new driver hires will be subject to the same requirements and process above.

As with LEAD Academy, bus transportation for LEAD Prep Southeast will be provided at central points within Nashville, as well as South and Southeast Nashville, depending on parental and student interest. Families who move to a home further away than a designated bus stop may have to assume transportation responsibilities.

LEAD Public Schools Bus Fleet (as of March 2011)

Vehicle	Vehicle Identification Number
Bus 1: 90 Passenger, 2011 Thomas EF	1T88U4E28B1132511
Bus 2: 90 Passenger, 2011 Thomas EF	1T88U4E2XB1132512
Bus 3: 90 Passenger, 2008 Bluebird	1T88U4C2781293931
Bus 4: 78 Passenger, 2002 Bluebird	1BAAKC9032F202212
Bus 5: 28 Passenger, 1999 Thomas	1HVBBABLO0XH20425
Bus 6: 78 Passenger, 1997 Thomas	1T88R4B21V1148429

Section 20 – Provide information regarding financial commitments from equity investors or debt sources for cash or similar liquid assets sufficient to demonstrate that the charter school will have liquid assets sufficiently available to operate the school on an ongoing and sound financial basis. In lieu of cash or similar liquid assets, an applicant may provide a financial bond issued by a company authorized to issue surety bonds in Tennessee.

As a subsidiary of LEAD Public Schools, LEAD Prep Southeast will benefit from LPS’ proven fundraising expertise, strong financial position and access to credit. Specifically, during each of the past few years, LPS has raised more than **\$300,000** annually in private donations. This amount includes donations from individual donors, in-kind donations, and grants from several foundations. The size and diversity of these financial commitments not only demonstrates the strength of LPS’s support within the Nashville community, it also shows the ability of the LPS team to secure ongoing financial commitments. Also, LEAD Public Schools has access to a line of credit in the amount of \$200,000 at the Nashville Bank and Trust and a net asset position of approximately \$774,000 as of February 28, 2011.

LEAD Public Schools’ Board of Directors and Founder/School Directors’ proven fundraising capabilities coupled with LPS’s assets and access to credit demonstrates that LPS will have “liquid assets sufficiently available to operate the school on an ongoing and sound financial basis.”

Additional first year expenses, equipment, and capital assets will be acquired through federal Title Vb charter school grants totaling \$600,000 and our continued fundraising operations until per pupil funding amounts begin to be received from the state and MNPS.

Section 21 – Provide an accurate and representative description of the facility to house the proposed public school.

Describe the board's five-year plan for facilities and the progress (to date) in acquiring a high quality facility well in advance of school opening. If possible, provide local address of proposed facility for charter school. Describe the layout and footprint of the facility and how it is suited to meet the educational and practical needs of your student body. Include overall sq. footage of property and rationale for choosing this property. Include leasing and/or purchasing arrangements (terms of lease) of the proposed property as well as a detailed description of the organizational status and mission of the owner of the proposed facility property.

A. Preferred Facility Solution

B. Alternative Facility Solution

C. Five-year Facilities Plan

D. Lessor

E. Facility Description

In accordance with the Metropolitan Nashville School Board's stated desire to diversify the location of charter schools throughout the district, with an emphasis on southeastern Davidson County, LEAD Prep Southeast is committed to serving the students of southeastern Davidson County and plans to locate its permanent facility in this area of Nashville. LEAD Prep Southeast is already working with real estate professionals to identify such a facility, but our preference would be to reach an agreement with MNPS for a facilities lease as a way to extend existing strategic partnerships with MNPS already in place at Cameron and Brookmeade.

A. Preferred Facility Solution:

Ideally, LEAD Prep Southeast will secure a facility in the Southeastern Nashville/Antioch area in advance of opening in July 2012. It is LPS's understanding that MNPS has schools in the southeast Nashville area that are currently undergoing dramatic shifts in enrollment and may present facilities collaboration opportunities. If the district should desire to work with us, LEAD Prep Southeast would be very interested in leasing Apollo Middle School or another MNPS facility in Southeast Davidson County under a long-term agreement. Given our existing partnership with MNPS at Cameron College Prep and our existing lease at the Brookmeade location, our preferred strategy would be to partner with MNPS on a facilities solution that meets the needs of both LEAD Prep Southeast and MNPS. Further, LEAD Prep Southeast would welcome an opportunity to share space with an existing MNPS Middle School.

B. Alternative Facility Solution:

While LEAD Prep Southeast would prefer to locate in the Antioch area from the outset, we are nonetheless able to temporarily locate the school at the original LEAD Academy location (1704 Heiman St.) secured under an existing multi-year lease from the Catholic Diocese (*See Attachment 25 for a copy of the lease*).

This location has been in use by LEAD Academy since 2007 and is already outfitted to accommodate a LEAD Public School. LEAD Academy is planning to move into larger, permanent space in 2012 – 2013 and therefore this space will be available for LEAD Prep Southeast if necessary.

The 1704 Heiman St. location is a 20,000 square foot facility suitable for use as is. That is, it is ADA approved, fully wired for telephone and internet use, and satisfies all applicable building code regulations. The building contains a gymnasium, a cafeteria, various offices, and 13 classrooms.

Again, it is our strong preference to locate LEAD Prep Southeast in the southeastern Nashville area immediately and in a MNPS building, but if this isn't possible in time for our July 2012 opening, we have an excellent facility already in place for use during LEAD Prep Southeast's first year of operations.

C. Five-Year Facilities Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Preferred Facility Plan	Leased Antioch area facility from MNPS	Lease continues with space increasing over 5 years.			
Alternative Facility Plan (A)	Leased Antioch area facility from private landlord	Lease continues with space increasing over 5 years or until a partnership agreement with MNPS can be reached.			
Alternative Facility Plan (B)	First year at 1704 Heiman St. (lease already exists)	Move into long-term location (preference for partnership with MNPS over independent solution)			
Alternative Facility Plan (C)	First and second years at 1704 Heiman St. (lease already exists)		Move into long-term location (preference for partnership with MNPS over independent solution)		

D. Lessor

The lessor of 1704 Heiman St. is St. Vincent DePaul Church, a member of the Diocese of Nashville, a nonprofit organization whose mission is to foster the practices and beliefs of the Roman Catholic religion.

E. Facility Description

See **Attachment 26** for an architectural layout of the 1704 Heiman St. location.

See **Attachment 25** for a copy of the lease with St. Vincent DePaul (Catholic Diocese of Nashville).